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## 1648 RESTART AND RECOVERY PLAN

On June 26, 2020, the New Jersey Department of Education (NJDOE) published “The Road Back - Restart and Recovery Plan for Education” (Guidance), a guidance document for reopening New Jersey schools during the COVID-19 pandemic. The Guidance provided school officials with the information necessary to ensure that schools reopen safely and are prepared to accommodate staff and students’ unique needs during these unprecedented times. The NJDOE required school districts in the State to develop, in collaboration with community stakeholders, a “Restart and Recovery Plan” (Plan) to reopen schools that best fits the district’s local needs.

On July 24, 2020, the New Jersey Department of Education (NJDOE) provided additional guidance regarding fulltime remote learning options: “Clarifying Expectations Regarding Fulltime Remote Learning Options for Families in 2020-2021.” The additional guidance provided school districts with information regarding a student’s unconditional eligibility, when requested by the child’s parent/guardian, for fulltime remote learning during the 2020-2021 school year.

The Guidance requires the Board of Education to adopt certain policies and the Board adopts Policy 1648 to address those policy requirements in the Guidance. Policy 1648 shall only be effective through the current COVID-19 pandemic and will take precedence over any existing Policy on the same or similar subject, unless determined otherwise by the Superintendent.

### A. NJDOE Guidance – Key Subject Area 1 – Conditions for Learning

#### 1. Transportation

- a. If the school district is providing transportation services on a school bus, a face covering must be worn by all students upon entering the school bus unless doing so would inhibit the student’s health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities. Exceptions to the face covering requirements shall be those outlined in A.2.d. below:
  - (1) 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.

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- b. The school district shall use best practices for cleaning and disinfecting district-owned school buses and other transportation vehicles in accordance with A.3. below.
- c. District-employed school bus drivers and aides on district-owned school buses shall practice all safety actions and protocols as indicated for other school staff.
- d. If the school district is using contracted transportation services, the contractor shall ensure all Board of Education safety actions and protocols are followed by the contractor and its employees and/or its agents.

[See Policy Guide 1648 – Appendix C for the protocols/procedures for “Transportation” which is also included in the school district’s Restart and Recovery Plan.]

## 2. Screening, Personal Protective Equipment (PPE), and Response to Students and Staff Presenting Symptoms

- a. The school district shall screen students and employees upon arrival to a school building or work location for COVID-19 symptoms and a history of exposure.
  - (1) School staff must visually check students and employees for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
  - (2) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
  - (3) Results must be documented when signs/symptoms of COVID-19 are observed.
  - (4) The screening protocol will take into account students and employees with disabilities and accommodations that may be needed in the screening process for those students and employees.

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- (5) Students and employees with symptoms related to COVID-19 must be safely and respectfully isolated from others.
  - (6) If the school district becomes aware that an individual who has spent time in a school 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.
- b. 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.
- (1) 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.
- c. Students are required, unless doing so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (1) Accommodations 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.

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- d. Exceptions to the Requirement for Face Coverings
- (1) Doing so would inhibit the individual's health.
  - (2) The individual is in extreme heat outdoors.
  - (3) The individual is in water.
  - (4) A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of a face covering.
  - (5) The student is under the age of two, due to the risk of suffocation.
  - (6) During the period a student is eating or drinking.
  - (7) Face coverings should not be placed on anyone who has trouble breathing or is unconscious, or anyone who is incapacitated or otherwise unable to remove the face covering without assistance (e.g. face coverings should not be worn by Pre-K students during nap time).
  - (8) The student is engaged in high intensity aerobic or anaerobic activities.
  - (9) Face coverings may be removed during gym and music classes when individuals are in a well-ventilated location and able to maintain a physical distance of six feet apart.
  - (10) When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.

[See Policy Guide 1648 – Appendix E for the protocols/procedures for “Screening, PPE, and Response to Students and Staff Presenting Symptoms” which is also included in the school district’s Restart and Recovery Plan.]

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3. Facilities Cleaning Practices

- a. The school district 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.
- b. A procedure manual must be developed to establish cleaning and disinfecting schedules for schools and school equipment, targeted areas to be cleaned, and methods and materials to be used.

[See Policy Guide 1648 – Appendix G for the protocols/procedures for – “Facilities Cleaning Practices” which is also included in the school district’s Restart and Recovery Plan.]

4. Wraparound Supports

a. Mental Health Supports

The school district’s approach to student mental health supports will be affected by the learning environment in place at the beginning of the school year. If in-person instruction is not feasible, the district must find other ways to assess and monitor students’ mental health.

[See Policy Guide 1648 – Appendix K for the protocols/procedures for “Academic, Social, and Behavioral Supports” which is also included in the school district’s Restart and Recovery Plan.]

5. Contact Tracing

- a. Upon notification that a resident has tested positive for COVID-19, the local health department will call the school district to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least ten minutes.
- b. The school district shall assist the local health department in conducting contact tracing activities, including ongoing communication with the identified individual and/or their contacts.

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- c. The school district shall ensure adequate information and training is provided to the staff as necessary to enable staff to carry out responsibilities assigned to them.
- d. A staff liaison(s) shall be designated by the Superintendent or designee and shall be responsible for providing notifications and carrying out other components that could help ensure notifications are carried out in a prompt and responsible manner.
- e. School districts shall allow staff, students, and families to self-report symptoms and/or suspected exposure.

[See Policy Guide 1648 – Appendix F for the protocols/procedures for “Contact Tracing” which is also included in the school district’s Restart and Recovery Plan.]

#### B. NJDOE Guidance – Key Subject Area 2 – Leadership and Planning

##### 1. Scheduling

- a. The school district’s Plan must account for resuming in-person instruction and shall provide steps to shift back to virtual learning models if circumstances change and in-person instruction guidelines can no longer be followed.
- b. The school district’s Plan accommodates opportunities for both synchronous and asynchronous instruction, while ensuring requirements for a 180-day school year are met.
- c. The school district recognizes special populations will require unique considerations to ensure the continuity of learning as well as the health and safety of students and staff within the least restrictive environment.
  - (1) Special Education and English Language Learners (ELL)
    - (a) The school district shall provide educators with professional development to best utilize the accessibility features and

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accommodations tools made available through technology-based formats in accordance with this Policy.

- (b) The school district shall continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

[See Policy Guide 1648 – Appendix N for the protocols/procedures for “Scheduling of Students” which is also included in the school district’s Restart and Recovery Plan.]

## 2. Staffing

- a. The school district shall comply with all applicable employment laws when making staffing and scheduling requirements, including, but not limited to, the Americans Disabilities Act (ADA), the Health Insurance Portability and Accountability Act (HIPPA), and all applicable State laws.
- b. As the school district adjusts schedules, teaching staff members must maintain quality instruction for students pursuant to the minimum requirements set forth in NJDOE regulation.

[See Policy Guide 1648 – Appendix O for the protocols/procedures for “Staffing” which is also included in the school district’s Restart and Recovery Plan.]

## C. NJDOE Guidance – Key Subject Area 3 – Policy and Funding

### 1. School Funding

#### a. 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

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the provisions of the “Public School Contracts Law”,  
N.J.S.A. 18A:18A-1 et seq.

b. 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 account or making transfers that cumulatively exceed ten percent of the amount originally budgeted.

c. 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. NJDOE Guidance – Key Subject Area 4 – Continuity of Learning

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

a. The school district shall continue to meet their obligations to students with disabilities to the greatest extent possible.

2. Professional Learning

a. The school district shall prepare and support teaching staff members in meeting the social, emotional, health, and academic needs of all students throughout the implementation of the Plan.

(1) Professional Learning

(a) The school district shall grow each teaching staff member’s professional capacity to deliver developmentally appropriate standards-based instruction remotely.

(2) Mentoring and Induction

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- (a) The school district shall ensure:
  - (i) All novice provisional teachers new to the district be provided induction;
  - (ii) One-to-one mentoring is provided to novice provisional teachers by qualified mentors;
  - (iii) Mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment;
  - (iv) Mentoring is provided in both hybrid and fully remote learning environments and that mentors and provisional teachers will agree upon scheduling, structure, and communication strategies they will use to maintain the mentoring experience; and
  - (v) The use of online collaborative tools for school staff to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

### (3) Evaluation

- (a) The school district has considered the requirements and best practices with provisional status teachers, nontenured educators, and those on Corrective Action Plans (including extra observations, extra observers, assuring more frequent feedback and face-to-face).

### 3. Career and Technical Education (CTE)

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- a. The school district shall implement innovative learning models for new learning environments regarding CTE.
- b. Quality CTE Programs  
  
The school district shall ensure students have access to appropriate industry-recognized, high-value credentials.
- c. Work-Based Learning  
  
The school district will ensure students are provided the opportunity to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person.

New Jersey Department of Education “The Road Back – Restart and Recovery Plan for Education” and “Clarifying Expectations Regarding Fulltime Remote Learning Options for Families in 2020-2021.”

Memorandum – New Jersey Governor and Department of Education – Conditions for Learning – Health and Safety – August 3, 2020

Adopted:

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## Appendices

The school district must attach Appendices C, E, F, G, K, N, and O from the district's Restart and Recovery Plan here as required by this Policy 1648.

## Appendix C

### Critical Area of Operation #3 – Transportation

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

- a. Student Transportation
- b. Social Distancing on School Buses

### Cleaning, Disinfecting and Sanitizing Inside School Buses Submission of Company Cleaning Plan

**Cleaning, Disinfecting and Sanitizing School Buses—Company Plan/Protocol**  
As part of this bid request, each bidder shall include in the bid package, a copy the company's current plan/protocol on cleaning, disinfecting, and sanitizing the inside of school bus vehicles.

#### Daily Cleaning, Disinfecting and Sanitizing School Bus

The plan should identify the frequencies of such cleaning, disinfecting, and sanitizing of the inside of school buses, which include daily, weekly, and monthly activities. Of most importance are the **daily cleaning activities** after each morning and afternoon transportation run.

The plan/protocol should comply, at a minimum with the current **CDC** Recommendations.

Cleaning should follow CDC recommendation for cleaning. High touch areas should be cleaned between each trip (runs) from homes to school and school to homes if the bus makes multiple runs per day. The entire bus should be cleaned each day.

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## **High touch areas include:**

- Arm Rests
- Car Seat/All Seats
- Driver Steering Wheel
- Dash Area
- Flooring
- Handrails
- Head Rests
- Luggage racks
- Restroom Door Handle
- Restroom Sink
- Restroom Toilet
- Seat Belts
- Walls
- Wheelchair lifts, child restraining devices and vests
- Windows

## **Other cleaning, disinfecting, and sanitizing activities**

- Cleaning spills; gum
- Dust and wet mopping vehicle floors
- Dusting surfaces
- Provision of sanitizing stations with signage
- Removing trash
- Sanitizing high contact areas
- Spot cleaning seats
- Sweeping or vacuuming floor
- Window cleaning
- Wiping heat and air conditioner vents

## **Cleaning Products**

Bus contractors are reminded to use independent third-party certified cleaning products, such as those certified by Green Seal and EcoLogo or that meet the ChildSafe Guidelines. Certified products do not contain ingredients that are known to contribute to asthma, cancer, respiratory irritation, liver, and kidney disease, or other health conditions. U.S. Environmental Protection Agency. NEA—Healthy Futures Publication. Bus contractors are not to use homemade cleaning products.

A list of products that are EPA-approved for use against the virus that causes COVID-19 is available at <https://www.epa.gov>

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Follow the manufacturer's instructions for all at cleaning and disinfection products for concentration, application method and contact time, etc.

## **Submission of Company Plan/Protocol**

The copy of the plan is to be included with the bid response package. Bidders are to complete the form and submit the cleaning plan with the bid.

## **COVID 19 BID REQUIREMENTS**

As part of this contract, all contractors to whom a contract has been awarded, shall comply with the following school district COVID requirements to ensure the safety of the occupants of the vehicle.

### **Face Coverings**

- Bus driver and bus aide must wear a face covering.
- Students will be encouraged to wear a face covering depending on the age and health of the child.
- All face coverings shall be CDC compliant.

### **Vehicle**

- Social Distancing protocols between students and bus driver must be observed whenever possible.
- Provisions of diagrams of the bus interior with 25%, 50%, or 75% capacity.
- Windows must be kept open unless there is inclement weather.
- Students may be assigned social distance seating (1 student per seat, skipping rows, whenever possible)

### **Temperature Check**

The bus aide may be asked to record the student's temperature utilizing an infrared thermometer provided by the Contractor PRIOR to the student getting on the bus.

Should the student have a temperature of 100.3 or HIGHER, he/she will not be permitted on the school vehicle. The aide will make note of the student's name and report it to the NRESC Transportation Department who will in turn advise the school district.

The bus driver will immediately notify the dispatcher of the bus company of the exclusion of the student. The contractor will notify the School Principal, the parent of the child and the NRESC Transportation Department of the exclusion. The bus driver shall wait for a parent or guardian of a special education student, handicapped student and/or students under the age of twelve (12) years to be present, before continuing with the transportation route.

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## Appendix E

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

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

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

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:

- Staff will visually check students for symptoms upon arrival (which will include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
- Results will be documented when signs/symptoms of COVID-19 are observed.
- Screenings will take into account students with disabilities and accommodations that may be needed in the screening process for those students.
- Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others at each location. School officials will follow current Communicable Disease Service guidance for illness reporting. The isolation room must be a designated space that cannot have its purpose changed from day-to-day.
- If a staff member or student has a temperature over 100.4 degrees, he or she must report three (3) consecutive days of no longer having a fever without the use of a fever-reducing agent.

#### Reporting and Re-admittance

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

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**County Health Officer, others in contact with the assumed positive-testing individual are not excluded from the facility until the positive case is confirmed.**

- Re-admittance will be 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.

## Face Coverings

- 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.
- Students will be strongly encouraged to wear face coverings and will be 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. Policy #1648 outlines the accommodations for individuals unable to wear masks.
- If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual the point of entry, the visitor's entry to the school/district facility will be denied.

## Hope Academy

### *Where will the isolation room/space be located?*

The isolation space will be located on the third floor in the space adjacent to the nurse's office. This location does not have any other student areas—only offices. The policy for students of legal age will be to send them home, providing the school nurse has deemed it safe and notifies the parents.

### *How will the isolation room be monitored?*

The isolation room will be monitored by the nurse or a security guard from the vestibule, which allows for all persons to safely monitor from outside the room itself.

### *For medically fragile and younger students, what temperature will be considered the cut-off point for admission to school?*

Not Applicable

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## **Pompton Lakes Daycare Center (PLDC)**

### ***Where will the isolation room/space be located?***

The room designated by each of the schools that PLDC is located in will be used.

### ***How will the isolation room be monitored?***

By available teacher aides.

### ***For medically fragile and younger students, what temperature will be considered the cut-off point for admission to school?***

Using 100 degrees as the standard, PLDC will accept and verify doctors notes for those children whose temperatures run higher than normal.

## **Preakness Academy**

### ***Where will the isolation room/space be located?***

The third, unused classroom at the end of the hallway furthest from the office will be used as the isolation room.

### ***How will the isolation room be monitored?***

The isolation room will be monitored by the nurse or administrator wearing appropriate gear/coverings.

### ***For medically fragile and younger students, what temperature will be considered the cut-off point for admission to school?***

Not applicable.

## **Skylands School**

### ***Where will the isolation room/space be located?***

Not applicable as parents/guardians will remain with children when they attend to school for related services. If a child were to exhibit symptoms, they will leave immediately with their parent/guardian.

### ***How will the isolation room be monitored?***

Not applicable as parents/guardians will remain with children when they attend to school for related services. If a child were to exhibit symptoms, they will

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leave immediately with their parent/guardian.

*For medically fragile and younger students, what temperature will be considered the cut-off point for admission to school?*

We will consult the school nurse and students' individual health plans. An appropriate temperature for **each** student will be determined as the cutoff point.

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## Appendix F

### Critical Area of Operation #6 - Contact Tracing

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

The District will following current Communicable Disease Service guidance for illness reporting.

Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance. 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. Nurses and designated school staff will complete three hours of training provided by Johns Hopkins University via their COVID-19 Contact Tracing course. School officials should engage the expertise of their school nurses on the importance of contact tracing.

Continuous monitoring of symptoms will take place. 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 will be in place.

Written protocols will be established at the school-level to address positive cases.

It is the statutory responsibility of local health officers to conduct contact tracing. However, the Commission recognizes that our school nurses and/or designees play an integral role in this process by identifying all students/staff who may have been in contact with an individual who tested positive and providing this information to the local health department.

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## Appendix G

### Critical Area of Operation #7 - Facilities Cleaning Practices

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

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 District will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:

- A schedule for increased routine cleaning and disinfection will be created at each school site.
- Routinely cleaning and disinfecting of surfaces and objects that are frequently touched will take place. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. doorknobs, light switches, classroom sink handles, countertops).
- Use of all cleaning products will adhere to the directions on the label.
- For disinfection, most common EPA-registered household disinfectants will be used. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
- The District will follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are available in Policy #1648.
- Bathrooms will be sanitized daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

***What schedule will be followed for routine cleaning and disinfection at each school/location***

#### ***Hope Academy***

All items used by an individual that do not belong to them personally will be disinfected immediately after use. Door knobs, handrails and other frequently touched items will be cleaned every hour. The building will be closed every Friday to students—with the exception of those who have requested and scheduled extra help with a teacher—so that a deep cleaning of the building can take place.

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## ***Pompton Lakes Daycare Center***

Pompton Lakes Daycare Center operates within the Pompton Lakes Public Schools (Lenox, Lincoln, and Lakeside Schools) and Riverdale Public School. Therefore, all cleaning of the daycare centers rooms/areas will be completed by the landlord (the district).

## ***Preakness Academy***

Preakness Academy is located in a building owned and operated by the Wayne Public Schools. Along with daily cleaning and disinfecting, Wayne will use Electrostatic Sprayers for "hard to reach spots." All materials that are the property of Preakness/NRESC will be disinfected after each use.

## ***Skylands School***

Skylands School is located in Butler High School. Therefore, all cleaning of the Skylands classroom will be completed by the landlord (the district).

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## Appendix K

### Academic, Social, and Behavioral Supports

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

All Commission staff who work in school buildings/programs are required to complete a set of web-based professional development sessions on a yearly basis. For the 2020-2021 school year these webinars include, but are not limited to, the following: child abuse, conflict management, COVID-19 preparation (CDC), cyber-bullying, peer counseling, school safety, harassment, student hazing, etc..

#### *Hope Academy*

The first two school days will be provided to staff for focused training on sanitation and safety related to Covid19 with recommendations from the CDC on proper precautions (handouts). Turnkey training will be provided to the staff during orientation to introduce and implement Restorative Practices to deal with student behavior, conflict and alternative discipline approaches. Weekly PLC meetings in newly created teacher teams will be held for staff to collaborate and address best practices, delivery of instruction and student achievement. Staff meetings will focus on designing instruction using blended learning, available technology, protocols and best practices with a specific program or tool highlighted each month. In the PLCs, staff members will delve further into the use of each item.

#### *Preakness Academy*

Nurse and administration will provide COVID training to staff and students at the start of the year regarding personal and group safety. Mindfulness will be a focus this year for staff and students to help cope with stressors. PLCs will focus on Mindfulness and student mental health and resources. Preakness Instructional Committee will be formed to address the growing and changing needs of the students and staff.

#### *Skylands School*

A return to full compliance with IEP driven services will occur. All frequencies and durations will be met with this hybrid model. Teaching, therapy, and paraprofessional staff will be available to parents and students on a regular basis to provide support.

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## Appendix N

### Scheduling of Students

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

- a. School Day
- b. Educational Program

**All students at Hope Academy, Preakness Academy, and Skylands School have devices to complete work at home. In addition, the Commission and the sending school districts have provided parents/students with opportunities for internet access to hot spots.**

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.

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.

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

#### *Hope Academy*

Virtual instruction will be both synchronous and asynchronous. Students will be in session from 8:15 am-3:13pm daily with any student who is in physical attendance following their full day schedule with the exception being those with late arrival and early dismissal. Instruction will be offered in the following manner, simultaneously:

- In person.
- Remote with two-way livestreaming.
- Online with Apex Credit Recovery tool.

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To maximize social distancing, students will be divided into cohorts of 1/4 of the population. 1/4 of students will attend school in person for a single day each week, with the other three days having them streaming remotely. Using online apps such as YoTeach and Edpuzzle, students will be able to converse with each other seamlessly to allow for full collaboration and to also allow for student work groups to be formed— regardless of the student being physically present in the classroom.

Students who feel they require extra support may call the main office and request to be physically present on any given day and granted permission providing the maximum number of students in the building has not been reached.

For students who are in person and streaming remotely, attendance will be taken in real time and recorded in PowerSchool for each period of instruction. For students of asynchronous instruction, attendance will be recorded in PowerSchool via a daily login requirement to the Apex platform.

Individual support will be provided to students who have a 504 plan based on their individual need(s). Students requiring additional face to face instruction with their teachers will be able to request additional time (Fridays only) in the physical classroom by appointment, provided social distancing can be maintained. All students will have access to their teachers through virtual platforms and counseling will be offered with the school counselor both virtually and in person.

## ***Prekness Academy***

School will be in session from 8:45am -2:35pm for a standard school day. In the event of 100% remote instruction, students will attend via google classroom and pre-recorded lessons. If we need to move fully virtual at any point, asynchronous instruction will be the standard. Live Stream instruction may be made available in the event the necessary equipment is provided.

Due to small class sizes, students will be split into 2 classrooms. Classroom 1 will hold students in grades 5 and 6, Classroom 2 will hold students in grades 7 and 8. Instruction will be delivered in person while maintaining social distancing. Students who require one-on-one support can request a zoom/google hangout conference with a parental permission/waiver signed. S

Student services (special education) are provided by sending districts and will be by appointment in a separate room that will be disinfected after use. Students who require IEP modifications/accommodations that include aides, paras, or one-on-one instruction will be by appointment virtually.

Synchronous attendance will be recorded in Real Time at the start of each class period. Asynchronous attendance will be recorded through google classroom/email of instructor and submitted in Real Time. In the event virtual instruction is not

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possible, students will be accommodated using social distance and PPE when applicable.

## *Skylands School*

School will be in session from 9:00 am-2:15 pm to correspond with the length of the regular school day. A hybrid model will be used. All instruction will remain remote. Students will receive one weekly session of speech, OT, and PT in person and the balance of these weekly services remotely. The teacher will lead several synchronous sessions with students each day. Morning meeting will be remote full group instruction that addresses social skills, academic goals, in addition to speech goals. There will also be weekly CBI sessions that will be full group remote sessions.

Students are classified into academic groups based upon their IEP goals. Teacher will provide daily instruction based upon these goals to students. Paraprofessionals will support the teacher and students in these academic sessions. Also, paraprofessionals will be available to parents via phone to assist with classwork, homework, and other general school information. Attendance will be taken at morning meeting by the classroom teacher and will be entered into our student information system daily.

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## Appendix O

### Staffing

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

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

When making staffing scheduling and assignments, the Commission will 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, the Commission consulted with the local bargaining units and legal counsel.

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

#### In-Person and Hybrid Learning Environments: Roles and Responsibilities

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

Alternative methods for classroom observations which avoid in-person contact and account for hybrid instruction will be utilized.

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

- Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
- Provide time for staff collaboration and planning.
- Prioritize vulnerable student groups for face-to-face instruction.
- Identify individuals who may provide support to staff to continuously improve instruction in a virtual environment.
- Work with staff and faculty to ensure that teaching and learning, and all

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student services are effectively and efficiently developed, planned, and delivered.

- Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
- Define and provide examples of high-quality instruction given context and resources available.
- Assess teacher, student, and parent needs regularly.
- Ensure students and parents receive necessary supports to ensure access to instruction.
- 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).
- Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
- 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.
- Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

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