



Restart and Recovery Plan to Reopen Schools

Hackensack

Board of Education

Fall 2020

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Introduction

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

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

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

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

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

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

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

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

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

THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

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

A. Conditions for Learning

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

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

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

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

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

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

Ten Critical Areas of Operation

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

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

- a. School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.
- b. School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.
- c. The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.
- d. The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.
- e. Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:
 - Chronic lung disease or asthma (moderate to severe);
 - Serious heart conditions;
 - Immunocompromised;
 - Severe obesity (body mass index, or BMI, of 30 or higher);
 - Diabetes;
 - Chronic kidney disease undergoing dialysis;
 - Liver disease;
 - Medically fragile students with Individualized Education Programs (IEPs);
 - Students with complex disabilities with IEPs; or
 - 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]

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

1. Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.
2. Face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
 - a. Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
3. All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
4. Use of shared objects should be limited when possible or cleaned between uses.
5. 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.
6. School districts will prepare and maintain hand-sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
 - a. In each classroom (for staff and older children who can safely use hand sanitizer).
 - b. At entrances and exits of buildings.
 - c. Near lunchrooms and toilets.
 - d. Children ages five and younger should be supervised when using hand sanitizer.
 - e. For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
7. School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
 - a. If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer, (at least 60% alcohol) should be used.

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

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

1. If the school district is providing transportation services on a school bus and is unable to maintain social distancing, a face covering must be worn by all students who are able to do so upon entering the bus.
2. Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.
3. Every school bus, either district-owned or contracted, should be cleaned and disinfected before and after each bus route.

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

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

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

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

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

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

2. The Board must adopt procedures for symptomatic staff and students, which shall include the following:
 - a. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.
 - b. If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
 - c. The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:
 - i. Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
 - 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 Services Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
 - vii. Written protocols to address a positive case.
3. School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
4. School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.

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

6. Exceptions to requirements for face coverings shall be as follows:
 - a. Doing so would inhibit the individual's health.
 - b. The individual is in extreme heat outdoors.
 - c. The individual is in water.
 - d. A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
 - e. The student is under the age of two and could risk suffocation.
 - f. 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]

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]

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

1. School officials must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.
2. The Board's Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
 - a. A schedule for increased routine cleaning and disinfection.
 - b. Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. doorknobs, light switches, classroom sink handles, countertops).
 - c. Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
 - d. Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:
 - i. Classroom desks and chairs;
 - ii. Lunchroom tables and chairs;
 - iii. Door handles and push plates;
 - iv. Handrails;
 - v. Kitchens and bathrooms;
 - vi. Light switches;
 - vii. Handles on equipment (e.g. athletic equipment);
 - viii. Buttons on vending machines and elevators;
 - ix. Shared telephones;
 - x. Shared desktops;
 - xi. Shared computer keyboards and mice;
 - xii. Drinking fountains; and
 - xiii. School bus seats and windows.
 - e. Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

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

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 to wash their hands after removing their gloves or after directly handling used food service items.

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

Critical Area of Operation #9 – Recess/Physical Education – Anticipated Minimum Standards Incorporated into the Plan

1. The Board's Plan regarding recess and physical education should include protocols to address the following:
 - a. Stagger recess, if necessary.
 - b. If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
 - c. The use of cones, flags, tape, or other signs to create boundaries between groups.
 - d. A requirement that all individuals always wash hands immediately after outdoor playtime.
 - e. Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.
 - f. Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).
 - g. Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.
 - i. If it is not feasible to close locker rooms, the district will stagger the use and clean and disinfect between uses.
 - 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, grade, or homeroom(s) during recess to avoid cohorts mixing.

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

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]

Academic, Social, and Behavioral Supports

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

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

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

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

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

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

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

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

The District's SEL Team, including elementary and 5-12 counseling staff have continued supporting the social emotional needs of students through the spring remote learning period. When schools reopen, the social emotional needs of students will be addressed throughout the day during class meetings, small group SEL lessons (K-4), individual and small-group counseling (grades 5-8), counselor delivered lessons and the health curriculum K-12. Our students social-emotional needs will also be emphasized in staff professional development

b. Multi-Tiered Systems of Support (MTSS)

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

The district utilizes a Response to Intervention approach to assist students who are at risk. This will continue through in person and virtual instruction, as we plan to offer extended learning opportunities (i.e. tutoring, homework help, intervention) after school. Additionally, reading specialists and coaches will work with teachers and students virtually. Students in need of social emotional support will meet with social workers (assigned to all schools). Our Parent Outreach office offers support to families through workshops and classes, and topics include working with students at home and use of technology, specifically Google Classroom and other learning platforms.

c. Wraparound Supports

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

A summary of these services can be found in Appendix K.

d. Food Service and Distribution

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

Breakfast and lunch are made available to our families during in person instruction as well as virtual days. On days where students are working virtually, families are able to pick up their meals at their designated schools during a window of time.

e. Quality Child Care

Childcare 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 YMCA is currently researching offering childcare at various locations throughout the community for childcare services on virtual days. Parents will have the option of aftercare on the days when their child attends school in person.

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

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

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

- a. School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.
- b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
- c. Members of the school teams should include a cross section of administrators, teachers, staff, and parents.
- d. Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.
- e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.
- f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:
 - i. School Principal or Lead Person;
 - ii. Teachers;
 - iii. Child Study Team member;
 - iv. School Counselor or mental health expert;
 - v. Subject Area Chairperson/Director;
 - vi. School Nurse;
 - vii. Teachers representing each grade band served by the school district and school;
 - viii. School safety personnel;
 - ix. Members of the School Safety Team;
 - x. Custodian; and
 - xi. Parents.
- g. The Pandemic Response Team is responsible for:
 - i. Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
 - ii. Adjusting or amending school health and safety protocols as needed.
 - iii. Providing staff with needed support and training.
 - iv. Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
 - v. Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
 - vi. Providing necessary communications to the school community and to the school district.
 - vii. Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

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

[See Appendix M – Pandemic Response Team]

3. Scheduling

- a. The Board’s Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.
- b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.
 - i. 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.
 - ii. 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 is met.
- c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
 - 1. For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology- based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
 - 2. For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in the classroom receive instruction. School officials may:
 - 1. Provide teachers common planning time.

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

[See Appendix N – Scheduling of Students]

4. Staffing

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

- i. Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.
- ii. 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).
- iii. Certification
 1. 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.
 2. Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]

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

- a. In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.
- b. Instructional staff should:
 - i. Reinforce social distancing protocol with students and co-teacher or support staff.
 - ii. Limit group interactions to maintain safety.
 - iii. Support school building safety logistics (entering, exiting, restrooms, etc.).
 - iv. Become familiar with district online protocols and platforms.
 - v. 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.
 - vi. Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
 - vii. Provide regular feedback to students and families on expectations and progress.
 - viii. Set clear expectations for remote and in-person students.
 - ix. Assess student progress early and often and adjust instruction and/or methodology accordingly.
 - x. Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
 - xi. Instruct and maintain good practice in digital citizenship for all students and staff.

- xii. Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
 - xiii. 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.
 - xiv. Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
 - xv. Limiting on-line activities for preschool students.
- c. Mentor teachers should:
- i. Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - ii. Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
 - iii. Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
 - iv. Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
 - v. Continue to maintain logs of mentoring contact.
 - vi. Mentor teachers should consider all health and safety measures when doing in-person observations.
 - vii. Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - viii. 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:
- i. Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
 - ii. Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.
 - iii. Prioritize vulnerable student groups for face-to-face instruction.
 - iv. Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
 - v. Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
 - vi. Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
 - vii. Define and provide examples of high-quality instruction given context and resources available.
 - viii. Assess teacher, student, and parent needs regularly.
 - ix. Ensure students and parents receive necessary supports to ensure access to instruction.
 - x. 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).

- xi. Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
 - xii. Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
 - xiii. 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.
 - xiv. Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
 - xv. Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
 - xvi. Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
 - xvii. Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
 - xviii. Ensure the Preschool 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:
- i. Lead small group instruction in a virtual environment.
 - ii. Facilitate the virtual component of synchronous online interactions.
 - iii. Manage an online platform for small groups of in-person students while the teacher is remote.
 - iv. Assist with the development and implementation of adjusted schedules.
 - v. Plan for the completion of course requests and scheduling (secondary school).
 - vi. Assist teachers with providing updates to students and families.
 - vii. Support embedding of SEL into lessons.
 - viii. Lead small group instruction to ensure social distancing.
 - ix. Consider student grouping to maintain single classroom cohorts.
 - x. Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- f. Support staff/paraprofessionals may:
- i. Lead small group instruction to ensure social distancing.
 - ii. Consider student grouping to maintain single classroom cohorts.
 - iii. Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
 - iv. Pre-record read-aloud and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.
 - v. Provide real-time support during virtual sessions.

- vi. Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
 - vii. Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
 - viii. Lead small group instruction in a virtual environment.
 - ix. Facilitate the virtual component of synchronous online interactions.
 - x. Family Workers will need to provide support to parents via virtual platforms (Pre-school).
- g. Substitutes
- i. Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
 - ii. Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
 - iii. Designate substitutes to a single school building or grade level to avoid too much movement between schools.
 - iv. Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

- a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:
 - i. 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.
 - ii. Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
 - iii. To the extent possible, provide district one-to-one instructional devices and connectivity.
 - iv. 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:
 - i. Train student teachers to use technology platforms.
 - ii. Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
 - iii. Survey assistant teachers to determine technology needs/access (Pre-school).
 - iv. 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:
 - i. Obtain a substitute credential to gain the ability to support students without supervision as needed.
 - ii. Lead small group instruction (in-person to help with social distancing).
 - iii. Co-teach with cooperating teacher and maintain social distancing.
 - iv. Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
 - v. Implement modifications or accommodations for students with special needs.
 - vi. Facilitate one-to-one student support.
 - vii. Lead small group instruction virtually while the classroom teacher teaches in-person.
 - viii. Provide technical assistance and guidance to students and parents.
 - ix. Develop online material or assignments.
 - x. Pre-record direct-instruction videos.
 - xi. 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:
 - i. 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.
 - ii. 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).
 - iii. Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.
 - iv. 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.
 - v. Increase the need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

7. Athletics

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

[See Appendix P – Athletics]

C. Policy and Funding

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

1. School Funding

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:

- i. Elementary and Secondary School Emergency Relief Fund;
- ii. Federal Emergency Management Agency – Public Assistance; and
- iii. State School Aid.

a. 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.

b. School Funding

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

c. 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.

d. Use of Reserve Accounts, Transfers, and Cash flow

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.

e. Costs and Contracting

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

D. Continuity of Learning

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

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

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

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

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
 - a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
 - b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.
 - c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:

- i. 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.
- ii. 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.
- iii. 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.
- iv. IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- v. 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.
- vi. Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.

2. Technology and Connectivity

- a. School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.
- b. Districts should:
 1. Conduct a needs assessment.
 2. Consider the attendant needs associated with deployment of needed technology, including student and parent training and acceptable use policy implementation.
 3. Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.
 4. For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.
 - a. If there is a device or connectivity shortage, the school district should address technology challenges in their Plan.

This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.

3. Curriculum, Instruction, and Assessment

- a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).
- b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.
- c. Virtual and Hybrid Learning Environment
 - i. Curriculum
 1. 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.
 2. To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.
 3. 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.
 - ii. Instruction
 1. As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.
 2. In crafting an instructional plan, the school district should consider the following:
 - a. 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.
 - b. Design for student engagement and foster student ownership of learning.
 - c. Develop students' meta-cognition.
 - d. Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.

- e. 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.
- f. Assess ELLs levels of engagement and access in an in-person, virtual, or hybrid learning environment.

iii. Assessment

- 1. For the purpose of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
- 2. Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
- 3. 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.
- 4. 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.
- 5. 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.
 - a. 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:
 - i. Presented prior to the beginning of the year;
 - ii. Presented throughout the school year;
 - iii. Presented in order to grow each educator’s professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
 - iv. Presented to include the input and collaboration of stakeholders, including all staff, parents, and community members; and

- v. 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
 - i. Induction must be provided for all novice provisional teachers and teachers new to the district.
 - ii. One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
 - iii. Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
 - iv. Mentoring must be provided in both a hybrid and fully remote learning environment.
 - v. Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.
 - e. Evaluation
 1. School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
 2. School districts should develop observation schedules with a hybrid model in mind.
 3. School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
 4. School districts should consider the School Improvement Panel's (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities.
 5. School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.
5. Career and Technical Education (CTE)
- a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.
 - b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.
 - c. Guiding Principles
 1. It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.

2. The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.
- d. Quality CTE Programs
 1. When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of NJSLs, CTE Core Content Standards, industry certifications, college credit agreements, etc.
 2. During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.
 - e. Work-Based Learning

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

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

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

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

Appendices



Restart and Recovery Plan to Reopen Schools

Hackensack
Board of Education

Fall 2020

Appendix A

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

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

Protocol for High Risk Staff Members

Hackensack Public Schools is dedicated to meeting the needs of our High Risk students and staff as we continue to plan the return to school during this global health crisis.

Employees who have a personal high risk medical condition (see CDC High Risk categories via the link below) that would prevent or impede the employee from returning to the district buildings(s) are required to submit a doctor's note to the Human Resources Department certifying the high risk medical condition(s). Additionally, employees that have a medical condition that would require a reasonable accommodation on the part of the school district in order for the employee to perform their duties are required to submit a doctor's note to the Human Resources Department. The Human Resource Department, in compliance with the Americans with Disabilities Act (ADA) and the Occupational Safety and Health Administration (OSHA) will work to provide reasonable accommodations to allow employees to perform the essential functions of their position while minimizing the risk of exposure. In addition to a doctor's note, employees requesting a reasonable accommodation will submit an ADA Accommodation Request Form. The Human Resources Department will evaluate each request on a case-by-case basis and enter into an interactive process with each requesting employee.

Center for Disease Control (CDC) High Risk for Severe Illness Categories:

<https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html>

Protocol for High Risk Students

For our High Risk students, we are offering a Virtual Learning Program. This virtual learning option is designed for families that are unable to send their children into school buildings due to family health concerns. This could include medically fragile or vulnerable children, medically fragile or vulnerable family members at home, related mental health conditions, or other medical issues.

The Virtual Learning Program will be taught online by Hackensack Public School teachers and will provide for the following:

- Virtual instruction aligned to the scope and sequence of the in-person instruction being offered in our schools.

- Consistent interaction between students and teachers, several times a week, with the teachers using their technology device and instructional resources. This will include both synchronous (scheduled class meetings) and asynchronous (student self-paced) learning.
- Teachers will meet with students in whole-class and small-group instruction through video conferencing.
- Teaching, learning, problem solving, critical thinking and student engagement will occur in a fully virtual/remote learning environment.

Digital Divide

- The district is one to one and there is ongoing communication for families who require a device or need assistance with their devices. Families can also submit requests for devices through a designated phone number and/or email address.
- Throughout the year, a team of teachers will be providing continuous professional learning. Support will be provided to families on the different tools that will be utilized.
- Arrangements have been made for Kindergarten and students new to the district to be assigned a device prior to the first day of school. This is being coordinated collaboratively with the technology department and the individual schools.
- **Families & Students in Need**
 - To date, the majority of students (excluding new registrants) have received devices. The availability of devices and mobile hotspots is included in regular communications/updates to families both at the District and school levels along with information on how to obtain a device if needed. Teachers are also expected to regularly communicate with families and make note of any students that may be in need of assistance or are not participating regularly, that information will then be communicated to the building administrator who will then inform the technology department.
 - The District also purchased mobile hotspots for any families that may not have access to a high-speed, reliable internet connection.

Appendix B

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

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

a. Social Distancing in Instructional and Non-Instructional Rooms

In classrooms, testing, and therapy rooms, students will be seated at least six feet apart, when possible, and use assigned seating with updated seating charts. Students and staff are required to wear face coverings at all times in a school building. Staff may remove their respective face coverings when in their own classroom/office with no other occupants. All extra furniture and items that are not required will be moved and stored in order to increase space between students and staff. In the event that a child has an IEP or a medical condition and wearing a mask would inhibit that child's health, accommodations for that student will be made. In instruction and non-instructional rooms will have social distancing modifications to the greatest extent practicable, including the use of physical barriers between desks and turning desks to face the same direction or having students sit on only one side of the table, spaced apart.

In non-instructional rooms, all staff and students will be required to wear face coverings at all time during in-person instruction. Visitors will be limited to the buildings, but when visitors are essential they will be required to wear face masks. Visitors will also have to complete a series of questions prior to entering the building. We will strive to create as much physical distancing as possible in classrooms, hallways, and other spaces. This will be reinforced by providing physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students follow social distancing protocols.

b. Procedures for Hand Sanitizing/Washing

Staff and students will be trained on proper hand washing techniques. Students and staff shall wash their hands or sanitize their hands frequently: upon entering the building, after they utilize the restroom, blow their nose, cough or sneeze, before and after eating, prior to dismissal, and every time they enter a different classroom/workspace, unless hand washing cannot be accomplished. In that case, all staff and students shall utilize the district provided hand sanitizing stations that contain at least 60% ethyl alcohol that have been placed strategically in all classrooms, high population areas to prevent congregating such as, offices, entrances/exits, restrooms, and cafeteria. Signage on the proper handwashing technique shall be posted in all bathrooms and above all hand washing stations. All air dryers for hand washing shall be removed or disabled and replaced with disposable paper towels. Students who refuse to comply with established hand washing guidelines will be educated by teachers about the importance of proper hand washing in limiting the spread of COVID-19. If refusal continues, the student shall be addressed by school monitors, social workers, counselors, and/or administrators with interventions to obtain compliance. Continued non-compliance may subject a student to follow a

full-remote instructional model.

c. Other factors

There will be limited use of shared objects. Sanitizing wipes and gloves will be available to use at staff discretion. The district has ensured that indoor facilities have adequate ventilation, including maintaining operational heating and ventilation systems, ensuring that recirculated air has a fresh air component, the ability to open windows if A/C is not provided and maintaining filters for A/C units according to manufacturer recommendation.

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

Transportation to and from school shall be provided as required by law to all eligible students. All students riding on buses, whether contracted or district-owned, shall be required to observe the district's bus face coverings and social distance guidelines, and conduct regulations or risk loss of the privilege of such transportation. All buses, whether contracted or district-owned, shall be kept in optimum condition and shall conform to all State safety regulations. The district or contracted transportation vendors shall provide all bus drivers and bus aides with adequate PPE (face coverings, disposable gloves, etc.).

The district or contracted transportation vendors shall provide all drivers responsible for the cleaning of their own buses training on how to properly clean and sanitize buses between runs. A daily operations guideline outlines the major categories to be followed. These include:

- a. A wipe down routine prior to and following each route
- b. Verifying student are wearing masks
- c. Observing perceptible signs of illness
- d. Steps to be taken Plexiglass, or other Department of Transportation-approved barriers, shall be installed to separate the driver from persons entering or exiting the bus.

b. Social Distancing on School Buses

Social distancing shall be observed on school buses to the maximum extent practicable. If the school district or contracted transportation vendor 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.

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.

Appendix D

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

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

*a. **Location of Student and Staff Screening***

Students and staff will be screened prior to entry using both an online self-screening tool which will include screening for symptoms and history of exposure, visual check of students for symptoms and/or confirmation with families that students are free of COVID-19 symptoms, documentation of when signs/symptoms are observed and necessary accommodations for students with disabilities as well as at verification stations at designated entrances strategically chosen to limit large group gatherings and the amount of interaction between students and between cohorts.

All of the buildings in the Hackensack Public School systems differ in layout. When schools open for in person instruction, each school will have individual plans and directions for the locations of students and staff screenings. Each building principal will relay their plans to the parents and staff.

The designated screening locations are as follows:

Hackensack High School	Entry/exit-single point Main gym lobby East wing on Beech Street East wing Parking lot (staff only) Patio by Pool Blue Awning (staff only)
Hackensack Middle School	Designated entry door for each grade level
Fairmount School	Door # 1 (Main Entrance) Door # 1A (Cafeteria Door) Door # 6
Fanny Meyer Hillers	Main Entrance Main Gym Gym alcove Main auditorium Auditorium alcove Stairwell 4 Stairwell 1 Main Courtyard Stairwell A Door to 113 Main Playground (double doors)

Nellie K. Parker	1st floor: Kindergarten playground area Bus drop off area Entrance by the parking lot 2nd floor: Main entrance doors Doors to the right of the Main entrance Doors directly outside of the cafeteria Doors outside of the teachers' lounge
Jackson Avenue	Main entry, the stairwell underneath the steps on blacktop, the kindergarten line-up entry, and the entry located by the sign out front for pre-k entry
Early Childhood Development Center	Holt Street and South Main Street

Please note that screening locations may be subject to change.

b. Social Distancing in Entrances, Exits, and Common Areas

We will strive to maintain at least (6) feet of social distancing as possible in classrooms, hallways, entrances, exits, and other common areas. This will be reinforced by providing physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students follow social distancing protocols. In all of our schools, one way hallways and stairwells will be created by including signage and barriers when possible. The administration shall align classrooms and all common areas (hallways, cafeterias, etc.) to account for social distancing when possible. Hallways and passing areas shall be marked to allow for one-way travel as needed. Lockers in the hallways will not be used at Hackensack Middle School and Hackensack High School, this will be reviewed periodically. Plexiglass barriers shall be installed in areas where social distancing may not be possible as appropriate. Signage shall be placed conspicuously throughout buildings to instruct students and staff on proper social distancing guidelines. When social distancing is difficult or impossible, face coverings will continue to be required for students and staff unless it will inhibit the individual's health. Students who refuse to comply with established social distancing guidelines will be educated by teachers about the importance of social distancing in limiting the spread of COVID-19. If refusal continues, the student shall be addressed by school monitors, social workers, counselors, and/or administrators with interventions to obtain compliance. Continued non-compliance may subject a student to follow a full-remote instructional model.

Accommodations will be provided for young students or students with disabilities when needed.

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

The District will utilize a computer software program to facilitate and automate symptom tracking. Staff will be required to complete a screening questionnaire each morning in order to be able to sign in for work.

The same computer software program will be used for daily screening of students, with parents being asked to answer the screening questions about their child(ren) and certify that their child(ren) is/are symptom free.

The administrative and nursing staff at our schools will have a secondary screening process that will focus on students who have not had their daily screening certification submitted prior to the start of school each day. It should be emphasized that if a student or staff member shows any symptoms of being ill during this public health crisis, they should stay home and isolate.

Procedures will include:

- a. Parents/guardians and staff will be required to complete an online or paper-based self-screening prior to the beginning of each day they are scheduled to report to school.
- b. The self-screening will consist of questions based on [CDC guidance](#) regarding COVID-19 symptoms and potential exposure.
- c. At the time of entry, students will confirm their screening at a kiosk/station and a staff member will visually check them for symptoms.
- d. Students and staff members who do not have a completed screening at the time of entry will be redirected to a designated location for further screening.
- e. All screening areas will adhere to applicable health and safety guidelines including requiring social distancing, the use of face coverings when social distancing is not possible, providing hand sanitizer and cleaning of any contact surfaces.
- f. No student or staff member will be admitted without a completed screening clearing them for entrance.
- g. Students whose screening indicates they are unable to attend school in-person must

stay home in accordance with Section B below.

B. Protocols for Symptomatic Students and Staff

Staff and students, with the assistance of families, must monitor themselves for symptoms daily and stay home if feeling unwell. Everyone must do their part to protect others and not come to school if they are exhibiting any COVID-19 symptoms or are otherwise feeling sick.

- a. If an employee becomes symptomatic while at work, the employee should promptly inform the school nurse and await guidance.
- b. If a student exhibits symptoms while on school property or bus, the student should remain masked and adhere to strict physical distancing. Students will be respectfully escorted to the designated isolation space until his/her parent or guardian can pick them up to go home. Face coverings will be required while in the isolation space as well as while traveling in and exiting the building, unless doing so would inhibit the individual's health. Cleaning procedures will be followed as outlined in Appendix G of this document.
- c. Once the school becomes aware of a symptomatic individual or positive COVID-19 case, the Assistant Superintendent of Human Resources will be notified and local health officials will be immediately notified. Local health officials will help administrators determine the needed course of action which may include: school dismissals, the scope of location(s) affected (specific classroom(s), one school, multiple schools, full district) and the duration of school dismissals; Each case and course of action will be determined on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community. Procedures for isolation and contact tracing will follow, as recommended per the local Health Department's guidelines. In such circumstances, protecting confidentiality of the student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act is critical and all related guidelines will be adhered to. All protocols for thoroughly cleaning and disinfecting the affected area(s) will be followed.
- d. The school district may also seek guidance from local health officials to determine when students and staff should return to schools and any additional steps that may be needed for the well-being of the school community. In addition, staff and students who are well but are taking care of or share a home with someone with a case of COVID-19 are to follow instructions from local health officials to determine when to return to work/school. Medical clearance documentation will be submitted to the Human Resources Department, prior to returning to work/school, following Health Department guidelines. Upon receipt of the documentation, the Human Resource Department will schedule a re-admittance meeting prior to the staff/student returning to work/school. Human Resources will coordinate with the lead nurse to monitor ongoing symptoms of staff and students who are symptomatic.
- e. The district will encourage parents through communication with families to be alert

for signs of illness in their children and to keep them home when they are sick.

C. Protocols for Face Coverings

Face coverings are among the most important measures available to contain the spread of COVID-19. We require all students and all staff to wear masks that adequately cover both their nose and mouth. Staff and students are expected to provide their own face coverings. However, the district will supply face coverings as requested.

- a. Students and staff will be required to wear face coverings at all times, with accommodations made for those who cannot due to certain medical and/or instructional needs and in accordance with all applicable laws and regulations.
- b. Face coverings must be worn ‘door to door’ unless the classroom or office space is solely occupied.
- c. All students and staff shall wear their face coverings at bus stops and upon entering school grounds.
- d. Face coverings shall remain in place until leaving school or exiting a school bus.
- e. Face coverings must be worn properly and adequately cover the individuals’ nose and mouth.
- f. Face coverings will be provided to students and staff in the event that a face covering is soiled or forgotten.
- g. Students who refuse to comply with established face covering guidelines will be educated by teachers about the importance of face coverings in limiting the spread of COVID-19. If refusal continues, the student shall be addressed by school monitors, social workers, counselors, and/or administrators with interventions to obtain compliance. Continued non-compliance may subject a student to follow a full-remote instructional model.
- h. Protocol for Visitors: Visitors will be limited in all buildings until further notice. The principal may admit a visitor if he or she determines that it is necessary. 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. 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 will be denied. In all such cases, the visitor shall submit to the screening procedures. The Superintendent and Building Principal each possess the authority to prohibit the entry of any person into a school building or to expel any person from the school when there is reason to believe the presence of such person would be inimical to the good order of the school. If such a person refuses to leave the school grounds or creates a disturbance, the Principal is authorized to request from the local law enforcement agency whatever assistance is required to remove the individual.

Protocol for when students or staff test positive for COVID-19 will follow the guidelines administered by the New Jersey Department of Health in the link below.

https://www.state.nj.us/health/cd/documents/topics/NCOV/RecommendationsForLocalHealthDepts_K12Schools.pdf

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.

When a student or staff member tests positive for COVID-19 or exhibits symptoms while on school property, the school does not have to close. The NJDOE recommends closing off area(s) used by an infected person before cleaning and disinfection. The NJDOE also recommends that a 24-hour waiting period should be implemented before cleaning and disinfecting. If it is not feasible to wait 24 hours, then it is recommended that outside doors and windows are opened to increase air circulation in the area. Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.

As additional guidance becomes available, we will follow all NJDOE, NJDOH, and CDC guidelines to ensure the health/safety of our staff/students.

Contact Tracing Policy/Procedures

All nurses will complete a contact tracing certification course training to be able to work in support of the local health department with communication and contact information. All procedures will adhere to applicable federal and state law and regulations regarding privacy and the confidentiality of records.

Hackensack Public Schools will continue to enhance the contact tracing procedure with the local health department. The Assistant Superintendent of Personnel is the designated staff liaison responsible for providing notifications and carrying out other components of the board's contact tracing policy. The School Nurse in consultation with the Building Principal shall establish measures for a system of open communication that allows staff, students, and families to self-report symptoms and/or suspected exposure

If a staff member shall observe symptoms consistent with COVID 19 or becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, communication will be as follows: staff member to the school nurse, school nurse to the building administration, building administration to Central Office, Central Office to the local health department. The district will assist the local health department with contract tracing by identifying cohorts and groups that the individuals were in close contact with.

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.

All classrooms, and other areas occupied by students or staff, shall be cleaned according to the most recent CDC guidelines prior to any new individuals entering that space, whenever possible. Frequently touched areas such as doorknobs, lockers, water fountains, sinks, light switches, railings, elevators, lab equipment, etc. shall be cleaned multiple times per day. All cleanings shall be performed by properly trained custodial/maintenance staff, and documentation of the cleanings performed shall be maintained by the district and made readily available for review by the staff, the local education association, and parents should they inquire. Water fountains will be closed off for use.

A procedure manual was developed and includes custodial cleaning and sanitizing daily schedule as well as schedules for increased cleaning and disinfection along with targeted areas to be cleaned and can be viewed on the Hackensack Public Schools Website or by clicking here → [HPS 2020-2021 COVID-19 Cleaning & Sanitizing Procedure Manual](#)

Non-budgeted Purchases Made Feasible from the Cares Act funds. These include:

- Face Masks, both adult and child size
- Barrier shields have been installed at main office desks
- Spray pumps containing cleaning materials
- Electrostatic sprayers -hand held and back pack
- Disinfectant wipes
- Disposable gloves
- Stand alone hand sanitizer equipment
- Wall mounted hand sanitizer - in each classroom and in common areas
- Purell hand sanitizer foam

Air Exchange - HVAC

- The district has contracts with two companies that oversee the proper controls of the air environment. One focuses on the HVAC system and the other monitors temperature controls. Both companies annually inspect all systems and then are available on an as needed basis.
- Depending on the specific equipment, air filters with a Merv Rating between 11-13 for all G section.ventilation equipment will be checked and replaced, as required, monthly, or more frequently, as necessary based on regular inspections. The higher rating relates to efficiency of collecting particles of various sizes.
- Ascertain regularly that classroom univents are fully operational and surfaces are clear
- Buildings with windows will be ventilated as often as practicable
- Grounds crew and custodians will also examine the exterior of buildings to ascertain all intake vents are clear of obstructions.

Signage

- Social distancing footprints will be installed hallway floors
- Signs to alert personnel and all visitors to wear face coverings upon entering
- Interior wall signs to remind all to sanitize
- Hand washing reminder decals

To Practice Social Distancing

- Plexiglass desk barriers for main office staff

Classroom furniture removal/adjustments - Where feasible

- All personal furniture must be removed
- Cloth stuffed animals and similar items are not permitted

Cleaning/Disinfecting Procedures

The custodial and maintenance staff, including the ECDC staff as well as our two partnering Pre-K providers, have been trained by an independent contractor, in enhanced cleaning and disinfecting practices. These include emphasis on high touch surface cleaning (hot spots). Formerly this process was conducted in a systematic, but less frequent manner. Going forward, staff will be designated and assigned to focus on this cleaning while students and staff are present. This will occur on a rotating basis, multiple times per day, using appropriate cleaning products.

Cleaning - While students and staff are in attendance**Daytime Custodial Shift:**

The combination of an initial shortened day, and as breakfast will be eaten in classrooms, it frees up staff to dedicate himself/herself to the following additional duties

Elementary Schools including Early Childhood Development Center:

- After students arrive, all interior/exterior door handles will be cleaned starting at the main entrance and working to all active entryways
- Light switches
- Stair rails
- Doorknobs
- Computer Monitors and keyboards and mice
- Whiteboards and related screen equipment
- Water fountains.
- Bathrooms will be periodically closed and sinks, faucets, dispensers, related surfaces and all bathroom commodes will be sanitized.
- If classrooms are empty during the instructional day, custodians will enter and wipe down surfaces/desks with disposable towels. All student and staff desks/tables will be sprayed with disinfectant at once, then wiped down with disposable paper towels, and then disposed of.
- As meals will be consumed in the classrooms, large capacity garbage cans will be placed throughout hallways to assist with spillover trash and promptly emptied.

- Pre-K classes will be cleaned between AM and PM sessions.
- After the building is completed, the cycle will be repeated on an ongoing basis.

High and Middle Schools: Two daytime persons will be dedicated during the day to sanitize and wipe:

- After students arrive, all interior/exterior door handles will be cleaned starting at the main entrance and working to all active entryways
- Light switches
- Stair rails
- Doorknobs
- Computer Monitors and keyboards and mice
- Whiteboards and related screen equipment
- Lockers
- Water fountains
- If classrooms are empty during the instructional day, custodians will enter and wipe down surfaces/desks with disposable towels. All student and staff desks/tables will be sprayed with disinfectant at once, then wiped down with disposable paper towels, and then disposed of.
- As meals will be consumed in the classrooms, large capacity garbage cans will be placed throughout hallways to assist with spillover trash and promptly emptied.
- Bathrooms will be periodically closed and sinks, faucets, dispensers, related surfaces, paper towel/tissue dispensers and all bathroom commodes will be sanitized.
- After the building is completed, the cycle will be repeated on an ongoing basis.

This protocol will be evaluated and adjusted as needed.

Second Shift All Schools:

- Sweep floors and assigned classrooms and hallways
- Empty trash cans and replace liners
- Vacuum all rugs
- Dust air vents, window ledges and high areas
- Clean door areas and windows in and around doors
- Wipe and sanitize cabinets, drawer handles
- Clean and disinfect toilets, urinals, sinks, faucets, flushometers, and surrounding areas with neutral disinfectant
- Wet mop floors with neutral floor cleaners
- Clean mirrors
- Refill paper and soap dispensers
- Clean water fountains.
- Clean tops of desks
- Clean toilet partitions
- Office surfaces, including desks, telephone, electronic equipment

Appendix H

Critical Area of Operation #8 – Meals

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

During all remote instruction when schools are in session, meals will be available for pick up for those students who are eligible for free and reduced meals at designated schools during a predetermined time slot.

In Person Instruction

Students may bring or pre-purchase their meals online.

Students eligible for free or reduced meals: Breakfast and lunch will be provided to students on days when they are in school as well as virtual days. Breakfast will be pre-packaged and eaten in the classroom while pre-packaged lunches will be delivered to the classroom for grab and go during abbreviated school days.

During hybrid A/B days, meals will be provided to students for the following virtual day at the conclusion of the in person day.

When full-day in-person instruction resumes, breakfast will continue to be pre-packaged and eaten in the classroom while lunches will still be pre-packaged and eaten at school in the classroom, cafeteria, gymnasium, outdoor space (weather permitting), and/or other large space as determined by the school administration in order to maintain social distancing. Use of common areas will be staggered so that cleaning and disinfecting can take place between use.

For the serving staff, the district's contracted vendor, Maschio's, shall provide: isolated workspaces for each employee to prepare meals; an isolated personal storage area for each employee; PPE for each employee including PPE recommended by the CDC, NJ Department of Health, or any other governmental agency including but not limited to shoe and hair coverings; plexiglass dividers when serving students and staff; Right-to-Know training on all cleaning and disinfecting chemicals required pertaining to, but not limited to, sanitization of food packing, serving stations, and the cleaning of any utensils/plates/cookware; processes in place to receive touchless shipments from outside vendors; and proper ventilation of kitchen areas to maintain proper air flow and safe temperatures when wearing masks. Serving staff shall wash their hands with soap after removing their gloves or after directly handling used food service items.

For students, the district shall provide: seating that allows for a minimum of six (6) feet of separation; all eating areas clearly labeled for maximum capacity (allowing for a minimum of six (6) feet of separation); a policy to include masks being worn at all times, except when seated and eating; a school-based serving procedure that allows for both lunch pick-up and trash disposal while maintaining distancing as outlined above; sanitizing eating spaces after use by groups of

students as well as lunchrooms used by staff; discontinued use of any communal stacks, bins, trays, and utensils that may be accessed by many hands; and suspension of self-service areas.

For staff supervising such areas, the district shall provide: PPE for each employee; school-based processes to implement emergency “clean-up” procedures; Right-to-Know training on all cleaning and disinfecting chemicals required; and training on building based processes to implement emergency evacuation procedures and/or lockdown procedures.

Appendix I

Critical Area of Operation #9 – Recess/Physical Education

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

Hackensack Public Schools is offering virtual instruction beginning in September for grades PK-12. During all remote-instruction as well as an abbreviated in person schedule, recess will be held virtually for 20 minutes on a daily basis for K-5. Guidance regarding activities that can be done at home will be provided.

When the district operates under an abbreviated schedule, recess is not held. When schools are open for in-person full day instruction, recess will be staggered in all four of our elementary schools as well as the middle school to allow for disinfecting any equipment that is in use.

Recess will be staggered and tape, cones, or other items that are readily available to ensure that groups are properly social distancing will mark off areas. There will be designated groups assigned to specific areas to avoid students mixing with other classes. There will be staff assigned to recess duty to ensure that students are following social distancing guidelines. In addition, masks will be required during recess in the event that social distancing is not possible. At the completion recess or any outdoor playtime, students and staff will be required to wash their hands with soap. For the initial reopening, playgrounds will be closed.

For grades K-12, any equipment will be cleaned between uses and stations will be utilized to ensure that students do not touch equipment prior to it being cleaned. Preschool students will participate in gross motor activities daily. Tricycles will not be utilized during an abbreviated schedule, and students will be assigned a personal helmet that will not be used by other students.

During abbreviated schedule days, locker rooms in the middle and high school will be closed and physical education will be held virtually. The district will evaluate when it is safe to begin in person physical education classes, with a plan to begin when full day instruction starts. These classes will take place outside when possible and students will be required to socially distance. Activities will be modified so as not to include contact sports, and equipment will be sanitized between groups.

Appendix J

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

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

Until further notice, field trips outside of school will not be allowed; however, virtual field trips that are properly planned and integrated with the curriculum will be approved. Virtual field trips may play an important role to supplement and enrich classroom instruction.

Extra-Curricular Activities shall adhere to all applicable social distancing requirements and hygiene protocols that occur during the regular school day.

The Hackensack School District facilities belong to the community, which paid for them for the primary purpose of offering a full educational program for its children. Prudent use and management of school facilities outside of the regular operating schedules, providing that such use does not interfere with the orderly conduct of a thorough and efficient system of education, allows the community to benefit more broadly from the use of its own property. All requests for use of facilities by external community organizations will be subject to follow district guidance on health and safety protocols and adhere to the demands in District Policy 7510- USE OF SCHOOL FACILITIES.

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.

Social Emotional Learning (SEL) and School Culture and Climate

The Hackensack Public School district has been providing Social Emotional support for Educators since the forced closing in March of 2020. Some examples of support included a professional development day with a focus on mindfulness and gave staff an opportunity to engage in a variety of activities of their choice. A website with a variety of SEL resources was also provided to staff in the beginning of the summer. Through discussions with the Reopening Committee, the district is proposing pushing back the start day for students to give staff a chance to re-establish connections with each other as well as prepare with ample time for the students' arrival.

There have been multiple meetings, which included roughly 80 staff members and members of the community to discuss the reopening plan and give the opportunity for questions regarding reopening. Surveys have been sent to parents and students to get an understanding of how comfortable they are with returning to school as well as open-ended questions about concerns that they may have.

Opening Day for Staff

We believe that it is important for staff to return to a welcoming environment that acknowledges the trauma that we all experienced and are still experiencing. Therefore, we plan to have unique welcoming back activities that will be organized by building administrators. We want our staff to feel comfortable, appreciated, and empowered so that they can have a productive year and support our returning and new students.

Multi-Tiered Systems of Support (MTSS)

The district has always provided multi-tiered systems of support to students, which include intervention, enrichment, and additional support that are offered during the school day, before, or after school. The district has identified approximately 300 students who have not attended or had limited attendance during virtual instruction. This list has been shared with school administrators, and plans are being made to provide these students with additional support at the beginning of school.

Universal Screening

- **Elementary Students**

1. The district is anticipating students reading below grade level in September. A district-wide elementary initiative is planned to assess student reading in a small group or one-on-one safe environment where students can feel comfortable. All students will be administered a running record and receive small group instruction either virtually or in person.

2. Unit assessments are in place in elementary schools for ELA and Math. Plans are in place to utilize these assessments virtually for grades 2-4.
- **Middle School and High School Students:**
 1. Plans are in place to provide testing in late September or early October to all students in grades 5-10 in Math and Language Arts using Link-It.
 2. Students would take the end-of-year test for their previous grade. For example, an incoming grade-six student would take the end-of-year grade-five test.

Wraparound Supports

- **Mental Health Supports**

During remote learning, students are identified and contacted by school nurses, school counselors and other members of the school team in order to provide resources and referrals to students, parents and families based on their needs. This outreach includes zoom calls, telephone contact and sometimes socially distant home visits by our school resource officer. Check-ins for our vulnerable students and families will be conducted through targeted communication and consistent follow up. Referrals will be made for access to food, health care and mental health support including grief counseling.

Information regarding students in need will be sourced from teachers, support staff and or other school staff. Counseling and referrals will be ongoing.

- **Primary Health & Dental Care**

The students served by our school health services program will be followed closely to ensure that all well care including vaccinations, annual physicals and various other health needs are addressed. This may include referrals for eyewear and dental services. We expect to see children who may have lagged in basic access to health care and are prepared to meet the challenge by engaging community partners such as our local medical center via telehealth support with an emergency room physician and identifying dental partners able to see children as walk-ins for emergency dental care and treatment.

In addition, we are continuing to monitor students whose family lack insurance by having them seen at our local Federal Health qualified center, North Hudson Community Action Corp. for annual exams, and or sick visits. Our local health department will also be a point of referral for children in need of vaccination or immunizations and who may have lagged due to lack of insurance or access to medical care.

Our school physicians will be available to conduct physicals and or dental screenings on any at risk children and or children in need of medical and or dental care. School nurses continue to be part of the team that assesses the needs of the whole child and makes needed referrals.

- **Family Engagement**

District surveys were administered in Spanish and English regarding the reopening plan and concerns that students and parents have. There were also virtual town halls conducted for incoming Kindergarten students in both English and Spanish where parents had the opportunity to ask questions about the upcoming school year. Throughout the year, schools are planning on both virtual and in person (when able) events to engage families. Throughout the pandemic, it was evident that parent attendance increased significantly when the parent programs were offered virtually.

- **Academic Enrichment/Expanded After School Learning**

Through ESSA funds, all schools have planned for after school programs offered in person or virtually if needed for academic support. The Hackensack High school also has a homework help program. Comet Parent Academy is offered through the Parent Outreach Office, which provides workshops and classes to families. These are planned to continue virtually in September. The Middle School has plans for a Language Arts and Math Intervention program while all four elementary schools have plans in place to support at risk students in Language Arts or Math through an after school program.

Quality Child Care

When the district conducts instruction in hybrid mode, using the A/B schedule with a four-hour day of instruction, the YMCA will operate from 12:30 until 6:00 p.m. When full day every day in school instruction resumes, before care will be added, by the YMCA in each of our elementary schools. The program will be designated to certain areas in each building which will be cleaned prior to and after each use. Additionally, the YMCA is looking into off site locations for childcare for students who are not scheduled to attend school on that day

Appendix L

Restart Committee

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

A Restart Committee has been established to develop the Board's Restart and Recovery Plan. The Restart Committee, which reflects the diversity of the school community, includes school district and school-level administrators, members of the Board of Education, the President and officers of the local education association, a diverse set of content experts, educators, parents, students, the Local Health Department, and others in municipal and county government.

The Restart Committee works closely with the School Pandemic Response Teams to help address policies and procedures of the Board's Plan. One of the main goals of the Restart Committee is to ensure that 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 Restart Committee developed subcommittees to focus on Student Learning and Logistics.

Reopening General Task Force
<p>Early Childhood Development Center & Elementary Schools Rhonda Ashton-Loeb, <i>Principal</i> Joy Dorsey-Whiting, <i>Principal</i> Christopher Moran, <i>Principal</i> Lillian Whitaker, <i>Principal</i> Stefanie Golam, <i>Supervisor</i> Marcela Moncloa, <i>Assistant Principal</i> Donna Petrin-Wall, <i>Assistant Principal</i> Judith Soto-Holland, <i>Assistant Principal</i> Gordon Whiting, <i>Assistant Principal</i> Wendy Lamparelli, <i>Lead Nurse</i></p>
<p>Hackensack Middle School Anibal Galiana, <i>Principal</i> Adi Madden, <i>Assistant Principal</i> Mark Johnson, <i>Assistant Principal</i> Julio Morel, <i>Assistant Principal</i> Roseanne Cavallo, <i>Language Arts Literacy Supervisor Grades 5-12</i> John Spadafino, <i>Math Supervisor Grades 5-12</i> Rich DelVecchio, <i>Science Supervisor Grades 5-12</i></p>
<p>Hackensack High School James Montesano, <i>Principal</i> Nicole Adams, <i>Assistant Principal</i></p>

Robert Greenwood, *Assistant Principal*
Celso King, *Assistant Principal*
Patricia Lozano, *Assistant Principal*
Talin Hovsepien, *Supervisor of Guidance*

Special Services & Bilingual Department
Darius Pemberton, *Director of Special Services*
Marielle Messina, *Director of Bilingual, ESL, and World Languages*
Joanne Winters, *Supervisor*
Kristen Bader, *Supervisor*

Padovano Center/Board of Education
Robert Sanchez, *Superintendent*
Dora E. Zeno, *Interim Business Administrator/Board Secretary*
Andrea Oates-Parchment, *Assistant Superintendent*
Rosemary Marks, *Assistant Superintendent*
Lauren Kazmark, *Director of Curriculum*
Adrian Cepero, *District Technology Coordinator*
Servet Kazazi, *Director of Buildings & Grounds/Facilities*
Melissa Sanzari-Stevens, *Instruction & Data Coordinator*

Subcommittee
Reopening Task Force: Student Learning Committee

Early Childhood Development Center & Elementary Schools
Marcia Hall-Belton, *PTA President/Lunch Assistant*
Anamari Servis, *Teacher*
Rhonda Wade, *Teacher*
Donna West, *HEA President & Teacher*
Joyce Wickersheim, *Teacher*
Jennifer Zanca, *Guidance*

Hackensack Middle School
Andrea Kosoy, *Teacher*
Mariko Walker, *Teacher*
Aurelia Zitman, *Teacher*

Hackensack High School
Nicole Adams, *Assistant Principal*
Lauren Alberta, *Speech Therapist*
Rommy Buttafuoco, *Paraprofessional*
Caseen Gaines, *Teacher*
Elisabet Kennedy, *Media Specialist*

Joseph Patti, *Teacher*
Julie Platte, *Music Teacher*
Randall Stamm, *Guidance*

Padovano Building/Board of Education/Community Stakeholders

Scott James-Vickery, *Trustee/Parent*
Anthony Rodriguez, *Trustee/Parent*

Reopening Task Force: Logistics Committee

Early Childhood Development Center & Elementary Schools

Lincy Aprigliano, *Speech Therapist*
Danielle Cocuzza, *Teacher*
Lena Hayek, *Media Specialist*
Mary Natirboff, *Physical Therapist*
Tracy Puntasecca, *Teacher*
Ozzy Sanchez, *Social Worker*
Alexis Walling, *Speech Therapist*
Donna West, *HEA President & Teacher*

Hackensack Middle School

Haris Brkovic, *Teacher*
Nora Maher, *Teacher*
Ted Malin, *Teacher, HEA*
Jeanmarie Shea, *Nurse*

Hackensack High School

Michele Balik, *Teacher*
Philip Benanti, *Teacher*
Louis Ferrante, *Teacher HEA Vice President*
Lisa MacVicar, *Music Teacher*
Mario Santivanez, *Teacher*

Special Services/Padovano Building/Board of Education/Community Stakeholders

Melissa Arica, *Food Services Director*
Glenn McAfee, *Executive Director YMCA*
Lydia Singh, *Assistant Business Administrator*
Anadia Diaz, *Administrator Assistant Special Services*
Servet Kazazi, *Director of Building and Grounds*
Susan McVeigh, *Hackensack Health Dept.*
Chris Annunziata, *Deputy Chief/Fire Official*
Tina Cappadonna, *Lieutenant, Hackensack Police Department*
Dana Koenig, *Sergeant, Hackensack Police Department*
Michael Oates, *Trustee/Parent/Hackensack Fire Department*
Lancelot Powell, *President HBOE*

Marissa Dooley, *Student HHS*
Walter King, *Student HHS*

Appendix M

Pandemic Response Teams

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

Pandemic Response Teams

Each School-based Pandemic Response Team (PRT) has been established to centralize, expedite, and implement COVID-19 related decision-making. Each school team's Principal will serve as the liaison that reports to district-level administrators to ensure coordinated actions across the district. Each PRT includes a cross section of administrators, teachers, staff, and parents that is reflective of the community's racial diversity.

Each Pandemic Response Team is comprised of the following members:

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.

The Pandemic Response Team is responsible for:

- a. Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
- b. Adjusting or amending school health and safety protocols as needed.
- c. Providing staff with needed support and training.
- d. Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
- e. Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
- f. Providing necessary communications to the school community and to the school district.
- g. Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

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

Pandemic Response Teams

Early Childhood Development Center (ECDC)

Stefanie Golam, *Administrator*
Kristina Deak, *Master Teacher*
Kasia Ferrone, *PIRT Specialist*
Wendy Lamparelli, *Lead Nurse*
Stacy Montalto, *Behaviorist*
Yolanda Suqui, *Parent*
Susie Greenberg, *HEA Rep/Teacher*
Jaime Garcia, *Paraeducator*
Sara Burfeind, *Creative Curriculum Teacher*
Gosia Downes, *Creative Curriculum Teacher*
Daniela Playa, *ABA teacher*
Sarah Viterito, *ABA teacher*
Beth Liosi, *ABA teacher*
Alexis Walling, *Speech*
Linda Wicker, *Related Services OT*
Mary Natirboff, *Related Services PT*
Diana Lizardo, *CST/HEA Rep*
Lori Nichols, *LDTC*
Brandy Baucom, *Social Worker*
Leo Chavez, *Custodian*

Fairmount School

Rhonda Ashton-Loeb, *Principal*
Gordon Whiting, *Assistant Principal*
Mary Sommers, *School Nurse*
Danielle Cocuzza, *PreK - PSD4*
Sara Luciano, *Kindergarten*
Janet Montesano, *Kdg & Grade 1 - LLD*
Jennifer Reyes, *Grade 1 - LLD*
Danielle Jackson, *Grade 1*
Erin Scordo, *Grade 1*
Toni Ann Piantadosi, *Grade 2 - LLD*
Pedra Del Vechio, *Grade 2*
Stacey Cherven, *Grade 2*
Diane Eames, *Grade 2*
Patricia Burleson, *Grade 3*
Dawn Thompson, *Grade 3*
Diana Masticova, *Grade 3 - LLD*
Leslie Montone, *Grade 4*
Elizabeth Padovano, *Grade 4*
Sara Picone, *Media Specialist*
Teresa Jordan, *ESL Teacher*
Jennifer Zanca, *School Counselor*

Mindy Patrisso, *Social Worker*
Jennifer Lahm, *Occupational Therapist*
Cyndi Hochstaedt, *Reading Specialist*
Domenica Panuccio, *Paraeducator*
Sandra Crespo, *Admin Assistant*
Lincy Aprigliano, *Speech Therapist*
Jenna Kuligowski, *School Psychologist*
Luis Granada, *Head Custodian*
Natalia DeBonis, *Parent*

Fanny Meyer Hillers

Mrs. Joy Dorsey-Whiting, *Principal*
Dr. Judith Soto, *Assistant Principal*
Ms. Melissa Cobos, *Nurse*
Mrs. Cecilia Ruiz, *Social Worker*
Mrs. Tereza Taylor, *Administrative Assistant*
Ms. Karen Cabral, *Administrative Assistant*
Mr. Joe Peraino, *Head Custodian*
Mrs. Colleen Dawson, *Kindergarten Teacher*
Ms. Tanisha Hinton, *1st/2nd grade RCR Teacher*
Mr. Chris Haffler, *2nd grade Teacher*
Mrs. Anamari Servis, *3rd grade Teacher*
Mr. Jeff Bock, *4th grade Teacher*
Mrs. Trisha Piotrowski, *Child Study Team*
Ms. Farrah Telemaque, *Child Study Team*
Mrs. Vicky Farhi, *Community/Parent*
Mrs. Hafeezah James, *Parent*
Mrs. Erica Diaz, *Parent*
Mr. Realito Magpayo, *Parent*

Jackson Avenue School

Chris Moran, *Principal*
Marcela Moncloa, *Assistant Principal*
Wendy Lamparelli, *Nurse*
Albania Mejia, *Special Education Teacher*
Berlinda Rodriguez, *Bilingual Teacher*
Nicole Breslin, *Kindergarten Teacher*
Nicole DeLuca, *Grade 2 Teacher*
Allison Cammarata, *Grade 3 Teacher*
Shevon Marquez, *Grade 4 Teacher*
Patricia Giampietro, *Grade 4 Teacher*
Angelica Menesis, *PTA President/Parent*
Revi Hadinate, *PTA Member*
Diana DeJesus, *Child Study Team/Social Worker*
Ozzy Sanchez, *Social Worker*
Roni Lovett, *Speech Therapist*

Francesco Pitasi, *Custodian*

Nellie K. Parker School

Lillian Whitaker, *Principal*

Donna Petrin-Wall, *Assistant Principal*

Judge Sandra Robinson, *Community Liaison*

Quasheema Bolds, *Nurse*

Steve Brewer, *Head Custodian*

Andy Cooper, *School Psychologist*

Lisa Stellato, *School Social Worker*

Saran Sinnette, *LDTC*

Jacky Santiago, *Social Worker*

Stephanie Von Rudenborg, *Councilwoman/parent*

Dawn Wilkes, *Parent liaison*

Michele Garzone, *Parent liaison*

Devon Darling, *Parent liaison*

Yoseb Jeon, *Parent liaison*

Arlena Jones, *Reading Coach*

Christina Rivera, *Teacher (Pre-K)*

Jennifer Williams, *Teacher Gr. 1*

Rachel VanWijk, *Teacher Gr. 2*

Jessica Grimes, *Teacher Gr. 3*

Shawna Hill-Shortridge, *Teacher Gr. 4*

Hackensack Middle School

Dr. Anibal Galiana, *Acting Principal*

Mark Johnson, *Assistant Principal*

Julio Morel, *Assistant Principal*

Adi Madden, *Assistant Principal*

Crista Tiboldo, *Science Gr. 7*

Mariko Walker, *Special Ed.*

Leah Mager, *LDTC/Case manager*

Dee Kalman, *STEM 5-8*

Maureen Carroll, *Library*

Nina Cohen, *Special Education Teacher*

Margarita Monserrat *E.S.L.*

Mike MacVicar, *Instrumental Music*

Lauren Alberta, *Speech Pathologist*

Ted Malin, *Computer Apps 5-8*

Kris DeBlasio, *Social Studies Gr. 6*

Lil Cuervo, *Science Gr. 6*

Andrea Kosoy, *Teacher*

Griselda Delgado, *Science Gr. 6*

Jeanmarie Shea, *School Nurse*

Yvette Woolridge, *School Nurse*

Lynda McGowan, *CST*

Jay Hansen, *Math Gr. 8*
Nora Maher, *Social Studies Gr. 5*
Erin Dietz-Nemec, *Special Ed/Science*
Deena Carucci, *Math Gr. 5*
Fran Campolo, *World Language 5-8*
Devon Darling, *Math Gr. 5*
Jennifer Pérez Alwman, *Math Gr. 8*
Rosemary Morgan, *Spec.Ed/Soc. Studies*
Sila Francobido, *World Language*
Kristen Fucetola Dujets, *CST/LDTC*
Karina Perez, *Teacher*
Jennifer Johnson, *Parent*
Amber Baracco, *School Counselor*
Peter Hemans, *HMS Head Custodian*
Barjam Kapllani, *HMS Assistant Head Custodian*

Hackensack High School

Jim Montesano, *Principal*
Patty Lozano, *Assistant Principal*
Celso King, *Assistant Principal*
Nicole Adams, *Assistant Principal*
Robert Greenwood, *Assistant Principal*
Talin Hovsepian, *Guidance Supervisor*
Doris DeJesus, *Clinical Counselor*
Jennifer Millard, *Child Study Team*
Iris Koonin, *Student Asst. Coord.*
Lou Ferrante, *Science Teacher*
Jacqueline Perrone, *Special Education Teacher*
Michele Balik, *Special Education Teacher*
Jane Spielberger, *Business Teacher*
Daniel Excellent, *Business Teacher*
Lisa MacVicar, *Arts Teacher*
Joe Brunacki, *Math Teacher*
Lynrick Rhymer, *Math Teacher*
Caitlin Kropilak, *Math Teacher*
Marc Houser, *Physical Education Teacher*
Caseen Gaines, *ELA Teacher*
Colleen Krenn, *School Counselor*
Rommy Buttafuccho, *Paraeducator*
Michelle Hogan, *School Nurse*
Dahiana Defina, *School Nurse*
Audry Irby, *Admin. Assistant*
Ralph Savino, *Head Custodian*
Luis Furcal, *SRO*
Jamie Perrington, *Parent*

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

Hackensack Public Schools has established protocols for full time remote instruction as well as hybrid instruction combined with families who opt for all remote instruction.

During full remote instruction, (anticipated to be September 1-October 30, as well as when required by the local health department), teachers and students will participate in a full school day.

When schools open in November, Hackensack Public Schools will offer a hybrid schedule as well as a full time remote program as required by the guidelines set forth by the New Jersey Department of Education in the “The Road Back: Restart and Recovery Plan for Education” document. For in person reopening, the entire district will operate in person at a reduced capacity with an all virtual option for parents and students. After surveying our parents, it was determined that it was preferred that students attended on the same days each week when possible. Students will be designated an “A” or a “B” day. “A” days are on Mondays and Thursdays, while “B” days are designated Tuesdays and Fridays. Wednesdays will be designated as an “A” or a “B” day depending on the week. Wednesdays will ensure that all students are receiving an equitable amount of in-person instruction. When in-person instruction resumes staff will be onsite for a minimum of four hours and forty minutes with a minimum of four hours in-person instructional contact time. Our half day Pre-K sessions will run from 9-11 am for our morning session and 1:00-3:00 pm for our afternoon session with a half hour virtual instruction.

Hackensack Public Schools is partnering with two Pre-K providers. Both of our pre-k providers will be offering a full day schedule from 9:00am-3:00pm as long as protocols issued by the state of New Jersey's Licensing Requirements are followed.

***Please note that this schedule is subject to change due either to being able to increase capacity in schools or having to close the schools and transition to full remote instruction.**

For the 2020-2021 school year, when the school is on an A/B schedule the days will be designated as follows.		
A Days	Monday & Thursdays	Wednesdays will operate as either an A or a B day as designated by the calendar below.
B Days	Tuesdays and Fridays	

NOVEMBER 2020			DECEMBER 2020		
If your child is scheduled to attend on..	The dates they will be in school are:	# of days in school	If your child is scheduled to attend on..	The dates they will be in school are:	# of days in school
A Days	November 2, 9, 12, 16, 18, 19, 23, 30	8	A Days	December 3, 7,9,10, 14,16, 17, 21, 23	9
B Days	November 4, 10,11, 13, 17,20, 24, 25	8	B Days	December 1, 2, 4, 8,11, 15, 18, 22	8
JANUARY 2021			FEBRUARY 2021		
If your child is scheduled to attend on..	The dates they will be in school are:	# of days in school	If your child is scheduled to attend on..	The dates they will be in school are:	# of days in school
A Days	January 4, 7, 11, 13, 14, 20, 21, 25, 28	9	A Days	February 1, 3,4,8, 11, 22, 24, 25	8
B Days	January 5, 6, 8, 12, 15, 19, 22, 26, 27, 29	10	B Days	February 2, 5, 9, 10,12, 23, 26	7
MARCH 2021			APRIL 2021		
If your child is scheduled to attend on..	The dates they will be in school are:	# of days in school	If your child is scheduled to attend on..	The dates they will be in school are:	# of days in school
A Days	March 1, 4,8,10,11, 15, 18 , 22, 24, 25	10	A Days	April 5, 8, 12, 14, 15, 19, 22, 26,28, 29	10
B Days	March 2,3,5, 9, 12, 16, 17, 19, 23, 26	10	B Days	April 6,7,9, 13, 16, 20,21, 23,27,30	10

MAY 2021			JUNE 2021		
If your child is scheduled to attend on..	The dates they will be in school are:	# of days in school	If your child is scheduled to attend on..	The dates they will be in school are:	# of days in school
A Days	May 3, 6, 10, 12, 13, 17, 20, 24, 26, 27	10	A Days	June 2, 3, 7, 10, 14, 16, 17, 21	8
B Days	May 4, 5, 7, 11, 14, 18, 19, 21, 25, 28	10	B Days	June 1, 4, 8, 9, 11, 15, 18, 22	8

b. Educational Program

At both the middle and high school, students will be able to attend class via live streaming on a daily basis. At the elementary level, virtual academy instructors will be assigned to a grade level to instruct the students whose parents have chosen the all virtual option. In order to better support staff and students three additional online resources were purchased to ensure that students receive engaging instruction and have access to a variety of resources. Whether students receive virtual or in person instruction all IEP’s will be followed or modified to ensure the best support for students. To ensure collaboration, teachers will be provided with a common planning time so that constant communication is occurring and that any transitions from virtual to in person or vice versa would be smooth.

c. Transition to Full Remote

By the first day of school, all building administrators will have a schedule for full remote in the event of a Health related closure district-wide or by school. Based on scheduling needs, availability of specific certifications to meet those needs, and staffing concerns, we are not confident that an in person learning can be implemented for September 3rd. However, we expect to be able to implement in person instruction by November 2nd.

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.

Teachers serve as the number one in-school factor impacting student learning. Regardless of the environment, teachers should clearly understand expectations and be supported and held accountable for student learning. Hackensack Public Schools will consider access and equity for all staff to ensure continuity of student learning. School reopening plans 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.

Clearly defined roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers will ensure continuity of learning and leverage existing resources and personnel to maximize student success.

Staffing Considerations

The following needs will be taken into consideration when determining staff assignments, including, but not limited to:

- CDC and Department of Health guidance
- Federal, State and local law and regulations
- Board policies and regulations
- Staff members' certifications, experience and expertise.
- Considerations (e.g., risk factors, pre-existing health conditions, etc.) should inform the assignment of staff members to engage in in-person versus virtual learning. Such information must be documented and on file with the district's Human Resources department;
- Access to technology, both in the school building and at home;
- Support for the medical, social and emotional health and wellbeing of adults;
- Student enrollment, class size requirements and instructional needs;
- Support in navigating hybrid models of teaching and learning (see "Professional Development" section);
- Adjustments as needed to existing roles in order to accommodate new health and safety regulations;
- Honoring contractual obligations

Substitutes

Substitutes will report to their designated school's Main Office, follow the same check-in procedures as staff for entry/health/safety screening, secure their assignment, and get directions from the designated school-based administrator.

- The contingency staffing plan includes hiring district substitutes to provide for sudden absences/emergency coverage needs, as well as providing for long-term substitutes through the substitute management service, in case of long-term absences and/or vacancies.
- District-hired substitute teachers will participate in training to be able to provide for both virtual and hybrid settings.
- Substitutes will be designated to a single school building to minimize movement between schools.
- Nursing services agencies and South Jointure Regional will be used to provide for coverage needs related to school nurses, counselors, school psychologists and other CST positions.

In-person and Hybrid Learning Environments:

Roles and Responsibilities

The health and safety of our students is paramount and staff schedules will include designated time to support school building logistics required to maintain health and safety requirements, including, but not limited to:

- Reinforcing social distancing protocol with students and co-teacher or support staff;
- Monitoring student movement and hallway traffic in order to maintain safety according to guidelines;
- Limiting group interactions to maintain safety;
- Supporting school building safety logistics (entering, exiting, restrooms, etc.);
- Maintaining social distancing guidelines when in classrooms;
- Implementing predictable routines for students that support health and safety goals, while maintaining student engagement through varied instructional strategies.
- Providing regular feedback to students and families on expectations and growth.
- Supporting teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
- Schedule permitting, staff will provide assistance with school building and safety logistics as needed;

Mentor Teachers:

- Plan for “in-person” contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
- Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.

- Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
- Continue to maintain logs of mentoring contact.
- Mentor teachers should consider all health and safety measures when doing in-person observations.
- Plan for “in-person” contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- Consider alternative methods for classroom observations and avoiding in-person contact where possible.

Administrators:

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

- 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 practical science and practical CTE areas for on-site opportunities.
- Prioritize vulnerable student groups for face-to-face instruction.
- Identify teachers and teacher leaders that 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 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).
- Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- Collaborate on curriculum planning and assessing student academic and social emotional well-being when they 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 student’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.
- Ensure the Preschool Director/Contact person is involved in the planning so development activities and supports are in place for Preschool and supports transition to kindergarten.

Educational Services:

- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.
- Manage online platform for small groups of in-person students while the teacher is remote.
- Assist with the development and implementation of adjusted schedules.
- Plan for the completion of course requests and scheduling (secondary school).
- Assist teachers with providing updates to students and families.
- Support embedding of SEL into lessons.
- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

Support Staff:

Paraprofessionals that usually serve in physical classrooms supporting students and teachers may also provide support in the virtual environment, especially for struggling students, those with special needs, English language learners, and those that need additional support at home. Paraprofessionals may:

- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- Pre-record read-alouds and videos around SEL activities and routines (P-2) Caption pre-recorded instructional videos from general education teachers.
- Provide real-time support during virtual sessions.
- Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- Support families and students in accessing and participating in remote learning.

- Paraprofessionals can be added to online classes as co-teacher.
- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.
- Family Workers will need to provide support to parents via virtual platforms (Preschool).

Appendix P

Athletics

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

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

Through the work of these task forces, the NJSIAA has marked the initial step toward a fall season return to high school sports with the release of initial return to play guidelines for workouts during the summer recess period. According to the NJSIAA: “If member schools wish, they may begin summer workouts on July 13; this phase will continue until at least July 26. Additional guidelines and specific timing for subsequent phases are pending, and details will be shared no less than two weeks before the next phase begins. Start dates for all fall sports remain unchanged, though NJSIAA continues to emphasize that all dates are subject to revision.”

Hackensack Public Schools will continue to monitor and follow the guidance provided by the NJSIAA with regards to interscholastic sports. NJSIAA Real Time Updates:
<https://www.njsiaa.org/events-news-media/news/njsiaa-builds-return-play-plan-provides-updates-fall-sports-season>

<https://www.njsiaa.org/covid-19-resources>

Appendix Q

Remote Learning Options for Families

Expectations Regarding Full-time Remote Learning Options for Families 2020-2021

The Virtual Learning Program option is designed for families that are unable to send their children into school buildings due to family health concerns. This could include medically fragile or vulnerable children, medically fragile or vulnerable family members at home, related mental health conditions, or other medical issues.

The Virtual Learning Program will be taught online by Hackensack Public School teachers, align with the teaching and learning expectations set forth in Appendices K, N and O, and will provide for the following:

- Virtual instruction aligned to the scope and sequence of the in-person instruction being offered in our schools.
- Consistent interaction between students and teachers, several times a week, with the teachers using their technology device and instructional resources. This will include both synchronous (scheduled class meetings) and asynchronous (student self-paced) learning.
- Teachers will meet with students in whole-class and small-group instruction through video conferencing.
- Teaching, learning, problem solving, critical thinking and student engagement will occur in a fully virtual/remote learning environment.

All teachers will be expected to deliver high-quality, standards-based instruction, including 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).

CHART OF USEFUL LINKS

Conditions for Learning		
Section	Title	Link
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President’s Plan for Opening American Up Again	https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-day-camps.html%20-%20page=46
	Childcare, Schools, and Youth Programs	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
	People Who Are at Increased Risk for Severe Illness	https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance
	When and How to Wash Your Hands	https://www.cdc.gov/handwashing/when-how-handwashing.html
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana
	What Bus Transit Operators Need to Know About COVID-19	https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf
	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/posters.html
Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/
Section	Title	Link
	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml

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

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

	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Section	Title	Link
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml
Section	Title	Link
Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/
Career and Technical Education (CTE)	Communicable Disease Service	https://www.nj.gov/health/cd/topics/covid2019_schools.shtml

	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
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