Transitioning to Reopen All

Harrison Public Schools

Restart and Recovery Plan

HARRISON BOARD OF EDUCATION

September 2023

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Introduction

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

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

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

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

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

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

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

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

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

THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

A. Conditions for Learning;

B. Leadership and Planning;

C. Policy and Funding; and

D. Continuity of Learning.

A. Conditions for Learning

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

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

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

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

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

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

Ten Critical Areas of Operation

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

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

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

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

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

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

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

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

(ii) Serious heart conditions;

(iii) Immunocompromised;

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

(v) Diabetes;

(vi) Chronic kidney disease undergoing dialysis;

(vii) Liver disease;

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

(ix) Students with complex disabilities with IEPs; or

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

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

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

(1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at

least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.

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

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

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

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

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

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

(7) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:

(a) In each classroom (for staff and older children who can safely use hand sanitizer).

(b) At entrances and exits of buildings.

(c) Near lunchrooms and toilets.

(d) Children ages five and younger should be supervised when using hand sanitizer.

(e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

(8) School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.

(a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

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

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

(1) If the school district is providing transportation services on a school bus and is unable to maintain social distancing, a face covering must be worn by all students who are able to do so upon entering the bus.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.

(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 are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

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

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

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

(b) The individual is in extreme heat outdoors.

(c) The individual is in water.

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

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

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

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

f. Critical Area of Operation #6 – Contact Tracing

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

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

(3) The NJDOE will credit certified School Safety Specialists with three hours of training upon completion of Johns Hopkins University's COVID-19 Contact Tracing cour [See Appendix F – Critical Area of Operation #6 – Contact Tracing]

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

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

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

(a) A schedule for increased routine cleaning and disinfection.

(b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. door knobs, light switches, classroom sink handles, countertops).

(c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.

(d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:

(i) Classroom desks and chairs;

(ii) Lunchroom tables and chairs;

(iii) Door handles and push plates;

(iv) Handrails;

(v) Kitchens and bathrooms;

(vi) Light switches;

(vii) Handles on equipment (e.g. athletic equipment);

(viii) Buttons on vending machines and elevators;

(ix) Shared telephones;

(x) Shared desktops;

(xi) Shared computer keyboards and mice;

(xii) Drinking fountains; and

(xiii) School bus seats and windows.

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

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

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

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

(a) Stagger times to allow for social distancing and clean and disinfect between groups.

(b) Discontinue family style, self-service, and buffet.

(c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.

(d) Space students at least six feet apart.

(e) Require individuals must wash their hands after removing their gloves or after directly handling used food service items.

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

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

(1) The Board's Plan regarding recess and physical education should include protocols to address the following:

(a) Stagger recess, if necessary.

(b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.

(c) The use of cones, flags, tape, or other signs to create boundaries between groups.

(d) A requirement that all individuals always wash hands immediately after outdoor playtime.

(e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.

(f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).

(g) Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.

(i) If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between us.

(ii) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.

(2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.

(3) The school district will designate specific areas for each class during recess to avoid cohorts mixing.

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

j. Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours – Anticipated Minimum Standards Incorporated into the Plan

(1) The Board's Plan should adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.

(2) The Board of Education requires any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.

[See Appendix J – Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours]

2. Academic, Social, and Behavioral Supports

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

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

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

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

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

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

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

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

In addition to the programs and activities already in place, training will be provided to all school counselors, SBYSP, nurses, and all Child Study Team members in areas of SEL in collaboration with the Hudson County Consortium for Social Emotional Learning.

b. Multi-Tiered Systems of Support (MTSS)

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

Each school building has its own Response to Intervention Team that assists staff in coordinating interventions for students and their families in the areas of academic, behavioral, and social emotions support.

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. Wraparound is currently being utilized.

The district Child Study Teams continues to reach out to students who may be at risk, and will provide in-person contact upon school reopening. The district also uses INHOUSE to identify students who may be at risk to themselves or others through email notifications and 'flags'. Procedures are in place to ensure any student who may be in danger is contacted as soon as possible with 24 hours. Additionally, high school students have the availability of counselors through our SBYS program.

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. Is currently being implemented.

The district provides daily Grab & Go breakfast and lunch for all school aged children aged 18 and under, Monday through Friday. We will continue to provide meals in the 2020-2021 school year in accordance with state guidelines.

e. Quality Child Care

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

The district's local child care centers are available to provide before and after school childcare services at all elementary schools.

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

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

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

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

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

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

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

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

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

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

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

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

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

(1) School Principal or Lead Person;

(2) Teachers;

(3) Child Study Team member;

(4) School Counselor or mental health expert;

(5) Subject Area Chairperson/Director;

(6) School Nurse;

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

(8) School safety personnel;

(9) Members of the School Safety Team;

(10) Custodian; and

(11) Parents.

g. The Pandemic Response Team is responsible for:

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

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

(3) Providing staff with needed support and training.

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

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

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

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

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

[See Appendix M – Pandemic Response Team]

3. Scheduling

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

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

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

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

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

(1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

(2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health

issues which are exacerbated by viewing content on screens for an extended period.

d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in 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.

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

[See Appendix N – Scheduling of Students]

4. Staffing

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

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

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

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

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

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

    (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY)

2020-2021, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).

(3) Certification

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

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

[See Appendix O – Staffing]

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

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

b. Instructional staff should:

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

(2) Limit group interactions to maintain safety.

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

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

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

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

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

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

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

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

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

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

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

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

(15) Limiting on-line activities for preschool students.

c. Mentor teachers should:

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

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

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

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

(5) Continue to maintain logs of mentoring contact.

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

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

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

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

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

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

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

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

(5) Work with staff and faculty to ensure that teaching and

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(7) Support embedding of SEL into lessons.

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

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

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

f. Supp rt staff/paraprofessionals may:

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

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

e. Educational services staff members should:

o

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

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

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

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

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

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

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

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

g. Substitutes

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

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

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

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

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

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

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

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

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

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

(1) Train student teachers to use technology platforms.

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

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

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

c. Student teachers should:

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

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

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

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

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

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

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

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

(9) Develop online material or assignments.

(10) Pre-record direct-instruction videos.

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

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

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

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

(3) Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer

support that will interact directly with students may require criminal history background checks.

(4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.

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

[See Appendix O – Staffing]

7. Athletics

As per most Executive Order and league guidelines, fall sports will return to normal practice and competition schedules beginning August 2021.
[See Appendix P – Athletics]

C. Policy and Funding

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

1. School Funding

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

(1) Elementary and Secondary School Emergency Relief Fund;

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

(3) State School Aid.

b. School District Budgets

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

c. School Funding

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

(1) Purchasing

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

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

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

(3) Costs and Contracting

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

D. Continuity of Learning

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

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

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

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

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

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

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

c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2021-2022 school year:

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

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

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

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

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

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

2. Technology and Connectivity

a. School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively,

in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.

b. Districts should:

(1) Conduct a needs assessment.

(2) Consider the attendant needs associated with deployment of needed technology, including student and parent 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

(1) Curriculum

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

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

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

(2) Instruction

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

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

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

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

(iii) Develop students' meta-cognition.

(iv) Collaborate with school leaders and educators to determine what types of supports are needed for

effective pedagogical approaches during remote or hybrid instruction.

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

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

(3) Assessment

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

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

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

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

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

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

4. Professional Learning

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

b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.

c. Professional learning opportunities should be:

(1) Presented prior to the beginning of the year;

(2) Presented throughout the school year;

(3) Presented in order to grow each educator's professional capacity to deliver developmentally appropriate, standards-based instruction remotely;

(4) Presented to include the input and collaboration of stakeholders, including all staff, parents, and community members; and

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

d. Mentoring and Induction

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

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

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

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

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

e. Evaluation

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

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

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

(4) School districts should consider the School Improvement Panel (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

HARRISON
Board of Education

Fall 2020

Appendix A

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

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

A. Protocol for High Risk Staff Members

High Risk Staff members:

- Will be ensured mechanisms to secure PPE prior to opening and maintenance of ongoing supplies, in accordance with their specific PPE needs pursuant to the requirements of their position/duties.
- Will be provided considerations for the need for additional cleaning to ensure continuous disinfecting of classrooms and therapy rooms that the employee will utilize during the performance of their duties.
- Will be provided considerations for the need for heightened monitoring and frequent hand washing.

Reasonable accommodations will be provided for individuals that the Center for Disease Control 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 40 or higher)
- Diabetes
- Chronic kidney disease undergoing dialysis
- Liver disease

Accommodations will be made on an individual basis in conjunction with consultation from health care professionals,which may include the staff members primary physician and the School district physician. Depending upon individual circumstances and particular diagnosis, a staff member may or may not have the ability to continue employment as a virtual distance learning instructor, or other remote employment title, in accordance with a staff member's employment duties/responsibilities.

B. Protocol for High Risk Students

Students identified as medically fragile students and/or students with complex disabilities will be provided the following:

- Mechanisms to secure PPE prior to opening and maintenance of ongoing supplies..
- Consideration of the need for additional cleaning staff to ensure continuous

disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.

- Consideration of the need for heightened monitoring and frequent handwashing which will often require hand-over-hand assistance.

Reasonable accommodations will be provided for individuals that the Centers for Disease Control identifies as having a higher risk for severe illness from COVID-19, including 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 40 or higher)
- Diabetes
- Chronic kidney disease undergoing dialysis
- Liver disease
- Medically fragile students with Individualized Education Programs (IEPs)
- Students with complex disabilities with Individualized Education Programs (IEPs)
- Students who require accommodations in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

Outreach to the parents or guardians of all students identified as medically fragile and/or students with complex disabilities will be performed by the school nurse to coordinate all aspects of the students medical care and treatment as well as development, and coordination, with other appropriate disciplines (CST, Therapist, Teacher, etc.), for the implementation of needed accommodations.

Accommodations will be made on an individual basis in conjunction with consultation/ orders from health care professionals,which will include the students primary physician. Depending upon the individual circumstances and particular diagnosis, a student may have the option to attend remote learning for a length of time specified by their Primary physician and /or a length of time requested by parent or guardian.

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
b. Procedures for Hand Sanitizing/Washing

Social Distancing

Keep a Safe Distance to Slow the Spread

Social distancing, also called "physical distancing," means keeping a safe space between yourself and other people who are not from your household.

To practice social or physical distancing, stay at least 6 feet (about 2 arms' length) from other people who are not from your household in both indoor and outdoor spaces.

Social distancing should be practiced in combination with other everyday preventive actions to reduce the spread of COVID-19, including wearing cloth face coverings, avoiding touching your face with unwashed hands, and frequently washing your hands with soap and water for at least 20 seconds.

Social Distancing Strategies

Work with your local health officials to determine a set of strategies appropriate for your community's situation. Continue using preparedness strategies and consider the following social distancing strategies:

- If possible, child care classes should include the same group each day, and the same child care providers should remain with the same group each day. If your child care program remains open, consider creating a separate classroom or group for the children of healthcare workers and other first responders. If your program is unable to create a separate classroom, consider serving only the children of healthcare workers and first responders.
- Cancel or postpone special events such as festivals, holiday events, and special performances.
- Consider whether to alter or halt daily group activities that may promote transmission.
    - Keep each group of children in a separate room.
    - Limit the mixing of children, such as staggering playground times and keeping groups separate for special activities such as art, music, and exercising.
    - If possible, at nap time, ensure that children's naptime mats (or cribs) are spaced out as much as possible, ideally 6 feet apart. Consider placing children head to toe in order to further reduce the potential for viral spread.

- Consider staggering arrival and drop off times and/or have child care providers come outside the facility to pick up the children as they arrive. Your plan for curbside drop off and pick up should limit direct contact between parents and staff members and adhere to social distancing recommendations.
- If possible, arrange for administrative staff to telework from their homes.

Key Times to Wash Hands

You can help yourself and your loved ones stay healthy by washing your hands often, especially during these key times when you are likely to get and spread germs:

- **Before, during,** and **after** preparing food
- **Before** eating food
- **Before** and **after** caring for someone at home who is sick with vomiting or diarrhea
- **Before** and **after** treating a cut or wound
- **After** using the toilet
- **After** changing diapers or cleaning up a child who has used the toilet
- **After** blowing your nose, coughing, or sneezing
- **After** touching an animal, animal feed, or animal waste
- **After** handling pet food or pet treats
- **After** touching garbage

Follow Five Steps to Wash Your Hands the Right Way

Washing your hands is easy, and it's one of the most effective ways to prevent the spread of germs. Clean hands can stop germs from spreading from one person to another and throughout an entire community—from your home and workplace to childcare facilities and hospitals.

Follow these five steps every time.

1. **Wet** your hands with clean, running water (warm or cold), turn off the tap, and apply soap.

2. **Lather** your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.

3. **Scrub** your hands for at least 20 seconds. Need a timer? Hum the "Happy Birthday" song from beginning to end twice.

4. **Rinse** your hands well under clean, running water.

5. **Dry** your hands using a clean towel or air dry them.

Use Hand Sanitizer When You Can't Use Soap and Water

You can use an alcohol-based hand sanitizer that contains at least 60% alcohol if soap and water are not available.

Washing hands with soap and water is the best way to get rid of germs in most situations. If soap and water are not readily available, you can use an alcohol-based hand sanitizer that contains at least 60% alcohol. You can tell if the sanitizer contains at least 60% alcohol by looking at the product label.

Sanitizers can quickly reduce the number of germs on hands in many situations. However,

- Sanitizers do **not** get rid of all types of germs.
- Hand sanitizers may not be as effective when hands are visibly dirty or greasy.
- Hand sanitizers might not remove harmful chemicals from hands like pesticides and heavy metals.

Caution! Swallowing alcohol-based hand sanitizers can cause alcohol poisoning if more than a couple of mouthfuls are swallowed. Keep it out of reach of young children and supervise their use.

How to use hand sanitizer

- Apply the gel product to the palm of one hand (read the label to learn the correct amount).
- Rub your hands together.
- Rub the gel over all the surfaces of your hands and fingers until your hands are dry. This should take around 20 seconds.

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:

1. Transportation

   a. If the school district is providing transportation services on a district-owned school bus, but is unable to maintain social distancing, a face covering must be worn upon entering the school bus by all students who are able to.

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

   b. The school district shall use best practices for cleaning and disinfecting district-owned school buses and other transportation vehicles.

   c. District-employed school bus drivers and aides on district-owned school buses shall practice all safety actions and protocols as indicated for other school staff.

   d. School bus drivers and aides will attend training on the new policies before transporting students again

   e. Bus drivers and aides will be provided with personal protective equipment.

   f. Masks will be worn by all bus drivers and bus aides

   g. Families will be encouraged to drop students off, carpool, or walk with their students to reduce possible exposure on buses.

   h. Limited capacity routes

   i. Multiple runs throughout the day.

j. Arrival and drop-off locations and/or times will also be staggered and adjusted

k. Protocols will be in place to adhere to social distancing with parents or caregivers.

l. Health screening students prior to boarding the school bus,including temperature checks before boarding.

m. Marking seats with tape to avoid children sitting too close together.

n. Social distancing will be considered on the school bus, and the CDC recommended seating one child per seat, every other row, where possible.

o. The district contracted transportation services, shall ensure all Board of Education safety actions and protocols are followed by the contractor and its employees and/or its agents.

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

Thermometers will be located at specific locations within each building (as noted below) to monitor the temperatures of all students and staff entering the buildings. Anyone who is identified as having an elevated temperature will be held for a second temperature reading with a thermometer. Those identified as having an elevated temperature after two screenings will be examined by the nurse for further action and referral.

1. **Kennedy Elementary School**: Main Entrance
2. **Lincoln Elementary School**: Main Entrance
3. **Hamilton Intermediate School**: Main Entrance
4. **Washington Middle School**: Main Entrance
5. **Harrison High School**: Main Entrance and Side Entrance

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

Keep a Safe Distance to Slow the Spread

- Social distancing, also called "physical distancing," means keeping a safe space between yourself and other people who are not from your household.
- To practice social or physical distancing, stay at least 6 feet (about 2 arms' length) from other people who are not from your household in both indoor and outdoor spaces.
- Social distancing should be practiced in combination with other everyday preventive actions to reduce the spread of COVID-19, including wearing cloth face coverings, avoiding touching your face with unwashed hands, and frequently washing your hands with soap and water for at least 20 seconds.

Social Distancing Strategies

- Classrooms will be arranged to provide 6 feet distance between student work areas.

- Staircases will be marked to encourage social distance, including identifying specific stairwells for up and down travel. Additionally, narrow hallways will be marked as one-way, and wide halls will be divided and marked to ensure social distancing when moving throughout the building.
- Students will be monitored in places such as the gymnasium, library, and playground to ensure social distancing is practiced.
- If possible, child care classes should include the same group each day, and the same child care providers should remain with the same group each day. If your child care program remains open, consider creating a separate classroom or group for the children of healthcare workers and other first responders. If your program is unable to create a separate classroom, consider serving only the children of healthcare workers and first responders.
- Cancel or postpone special events such as festivals, holiday events, and special performances.
- Consideration will be given whether to alter or halt daily group activities that may promote transmission.
    - Keep each group of children in a separate room.
    - Limit the mixing of children, such as staggering playground times and keeping groups separate for special activities such as art, music, and exercising.
    - If possible, at nap time, ensure that children's naptime mats (or cribs) are spaced out as much as possible, ideally 6 feet apart. Consider placing children head to toe in order to further reduce the potential for viral spread.
- Consideration will be given to staggering arrival and drop off times and/or have child care providers come outside the facility to pick up the children as they arrive. Our plan for curbside drop off and pick up will limit direct contact between parents and staff members and adhere to social distancing recommendations.

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:

Screening Procedures for Students and Staff

1. Taking a person's temperature using a temporal thermometer.

Temporal thermometers use an infrared scanner to measure the temperature of the temporal artery in the forehead. Temperature takers should keep as much distance from clients as they can, wear a cloth face covering and provide one to the client to wear, wash their hands with soap and water or use alcohol-based hand sanitizer (at least 60% alcohol) regularly, and use gloves if available.

To use thermometer:

1. Turn on the thermometer.

2. Gently sweep the thermometer across the client's forehead.

3. Remove the thermometer and read the number:
   - **Fever:** Any temperature 100.4 F or greater is considered a fever.
   - **No fever:** People with temperatures at or below 100.3 F may

   continue into the shelter using normal procedures.

4. Clean the thermometer with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each client. You can reuse the same wipe as long as it remains wet.

The following is a screening tool that can be used to identify people with possible symptoms of coronavirus disease 2019 (COVID-19). Although not every person who has symptoms will have COVID-19, conducting daily screenings consisting of a series of simple questions can help identify people who may need medical care or isolation

1. **Determine if the person has a fever, by:**
   - Taking their temperature using a temporal thermometer

AND

- Asking **"Have you felt like you had a fever in the past day?"**

2. **Ask the person "Do you have a new or worsening cough today?"**

3. **Ask the person, "Do you have any of these other symptoms?**

- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

b. Protocols for Symptomatic Students and Staff

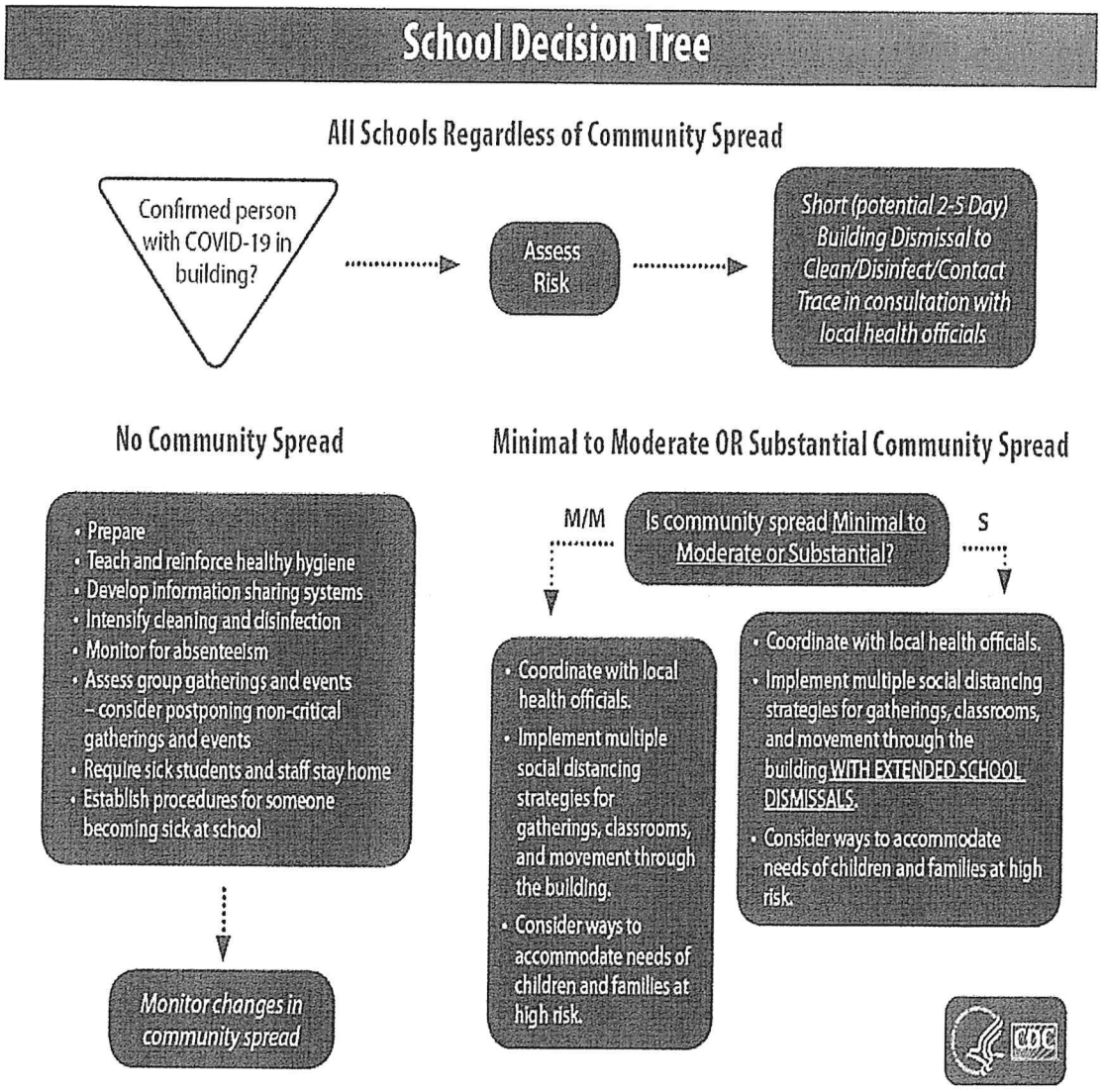
If the person has a fever **OR** a new/worsening cough **OR** any of the other symptoms:

1. Provide a cloth face covering for the person to wear over their nose and mouth, if one is available and if the person can tolerate it. If a cloth face covering is not available, advise the person about cough etiquette and provide tissues. Cloth face coverings should not be placed on children younger than 2 years old, anyone who has trouble breathing or is unconscious, anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance.

2. Notify management and appropriate healthcare providers.

3. Direct the person to an isolation room if available, or to the area designated for persons with symptoms of COVID-19.

Protocol for Symptomatic Students and Staff



When a confirmed case has entered a school, regardless of community transmission

Any school in any community might need to implement short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, CDC recommends the following procedures regardless of the level of community spread:

Coordinate with local health officials.
Once learning of a COVID-19 case in someone who has been in the school, immediately notify local health officials. These officials will help administrators determine a course of action for their child care programs or schools.

Dismiss students and most staff for 2-5 days.
This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the local health officials to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.

- Local health officials' recommendations for the scope (e.g., a single school, multiple schools, the full district) and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community.
- During school dismissals, also cancel extracurricular group activities, school-based afterschool programs, and large events (e.g., assemblies, spirit nights, field trips, and sporting events).
- Discourage staff, students, and their families from gathering or socializing anywhere. This includes group child care arrangements, as well as gathering at places like a friend's house, a favorite restaurant, or the local shopping mall.

Communicate with staff, parents, and students.
Coordinate with local health officials to communicate dismissal decisions and the possible COVID-19 exposure.

- This communication to the school community should align with the communication plan in the school's emergency operations plan.
- Plan to include messages to counter potential stigma and discrimination.
- In such a circumstance, it is critical to maintain confidentiality of the student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act.

Clean and disinfect thoroughly.

- Close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Open outside doors and windows to increase air circulation in the area. If possible, wait up to 24 hours before beginning cleaning and disinfection.
- 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.
- If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.

- 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 here
    - external icon
    - . Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.).
    - Additionally, diluted household bleach solutions can be used if appropriate for the surface. Follow manufacturer's instructions for application and proper ventilation. Check to ensure the product is not past its expiration date. Never mix household bleach with ammonia or any other cleanser. Unexpired household bleach will be effective against coronaviruses when properly diluted. Prepare a bleach solution by mixing:
        - 5 tablespoons (1/3rd cup) bleach per gallon of water or
        - 4 teaspoons bleach per quart of water

  Additional information on cleaning and disinfection of community facilities such as schools can be found on CDC's website.

Make decisions about extending the school dismissal when necessary.
Temporarily dismissing child care programs and K-12 schools is a strategy to stop or slow the further spread of COVID-19 in communities.

- During school dismissals (after cleaning and disinfection), child care programs and schools may stay open for staff members (unless ill) while students stay home. Keeping facilities open: a) allows teachers to develop and deliver lessons and materials remotely, thus maintaining continuity of teaching and learning; and b) allows other staff members to continue to provide services and help with additional response efforts. Decisions on which, if any, staff should be allowed in the school should be made in collaboration with local health officials.
- Child care and school administrators should work in close collaboration and coordination with local health officials to make dismissal and large event cancellation decisions. Schools are not expected to make decisions about dismissal or canceling events on their own. School dismissals and event cancellations may be extended if advised by local health officials. The nature of these actions (e.g., geographic scope, duration) may change as the local outbreak situation evolves.
- Administrators should seek guidance from local health officials to determine when students and staff should return to schools and what additional steps are needed for the school community. In addition, students and staff who are well but are taking care of or share a home with someone with a case of COVID-19 should follow instructions from local health officials to determine when to return to school.

Implement strategies to continue education and related supports for students.

- Ensure continuity of education.
    - Review continuity plans, including plans for the continuity of teaching and learning. Implement e-learning plans, including digital and distance learning options as feasible and appropriate.
    - Determine, in consultation with school district officials or other relevant state or local partners:
        - If a waiver is needed for state requirements of a minimum number of in-person instructional hours or school days (seat time) as a condition for funding;
        - How to convert face-to-face lessons into online lessons and how to train teachers to do so;
        - How to triage technical issues if faced with limited IT support and staff;
        - How to encourage appropriate adult supervision while children are using distance learning approaches; and
        - How to deal with the potential lack of students' access to computers and the Internet at home.

  Ensure continuity of meal programs.
    - Consider ways to distribute food to students.
    - If there is community spread of COVID-19, design strategies to avoid distribution in settings where people might gather in a group or crowd. Consider options such as "grab-and-go" bagged lunches or meal delivery.
- Consider alternatives for providing essential medical and social services for students.
    - Continue providing necessary services for children with special healthcare needs, or work with the state *Title V Children and Youth with Special Health Care Needs (CYSHCN) Program*.

When there is no community transmission (preparedness phase)
The most important thing to do now is plan and prepare. Administrators should reinforce healthy practices among their students and staff. As the global outbreak evolves, schools should prepare for the possibility of community-level outbreaks. Schools need to be ready if COVID-19 does appear in their communities.

Here are some strategies:
Review, update, and implement emergency operations plans (EOPs). This should be done in collaboration with local health departments and other relevant partners. Focus on the components, or annexes, of the plans that address infectious disease outbreaks.

- Ensure the plan includes strategies to reduce the spread of a wide variety of infectious diseases (e.g., seasonal influenza). This includes strategies for social distancing and school dismissal that may be used to stop or slow the spread of infectious disease. The

plan should also include strategies for continuing education, meal programs, and other related services in the event of school dismissal.

- Ensure the plan emphasizes everyday preventive actions for students and staff. For example, emphasize actions such as staying home when sick; appropriately covering coughs and sneezes; cleaning frequently touched surfaces; and washing hands often.
    - CDC has workplace resources such as posters with messages for staff about staying home when sick and how to avoid spreading
    - Other health and education professional organizations may also have helpful resources your child care facility or school can use or share. For example, the American Academy of Pediatrics provides information on germ prevention strategies and reducing the spread of illness in child care settings

  Reference key resources while reviewing, updating, and implementing the EOP:
    - Multiple federal agencies have developed resources on school planning principles and a 6-step process for creating plans to build and continually foster safe and healthy school communities *before*, *during*, and *after* possible emergencies. Key resources include guidance on developing high-quality school emergency operations plans and a companion guide on the role of school districts in developing high-quality school emergency operations plans
    - The Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center's website contains free resources, trainings, and TA to schools and their community partners, including many tools and resources on emergency planning and response to infectious disease outbreaks.

Develop information-sharing systems with partners.

- Information-sharing systems can be used for day-to-day reporting (on information such as changes in absenteeism) and disease surveillance efforts to detect and respond to an outbreak.
- Local health officials should be a key partner in information sharing.

Teach and reinforce healthy hygiene practices.

- Train staff on healthy hygiene practices so they can teach these to students.
- Ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60% alcohol.
- CDC offers several free handwashing resources that include health promotion materials, information on proper handwashing technique, and tips for families to help children develop good handwashing habits.
- Ensure adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) to support healthy hygiene practices.

Intensify cleaning and disinfection efforts.

- Routinely clean and disinfect 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). Clean with the cleaners typically used. Use 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 here

- Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.).
- Provide EPA-registered disposable wipes to teachers and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use.
- Ensure adequate supplies to support cleaning and disinfection practices.

Monitor and plan for absenteeism.

- Review the usual absenteeism patterns at your school among both students and staff.
- Alert local health officials about large increases in student and staff absenteeism, particularly if absences appear due to respiratory illnesses (like the common cold or the "flu," which have symptoms similar to COVID-19).
- Review attendance and sick leave policies. Encourage students and staff to stay home when sick, even without documentation from doctors. Use flexibility, when possible, to allow staff to stay home to care for sick family members.
- Discourage the use of perfect attendance awards and incentives.
- Identify critical job functions and positions, and plan for alternative coverage by cross-training staff.
- Determine what level of absenteeism will disrupt continuity of teaching and learning.

Assess group gatherings and events. Consider postponing non-critical gatherings and events.

- Ensure you have a clear understanding of all upcoming gatherings and large events for your school community (e.g., assemblies, field days, spirit nights, athletic events). Give special consideration to events that might put students, staff, or their families in close proximity to others from communities that may have identified cases of COVID-19.
- Consider whether any of these events should be canceled. Speak with local health officials to help determine the best approach.

Require sick students and staff to stay home. Establish procedures for students and staff who are sick at school.

- Establish procedures to ensure students and staff who become sick at school or arrive at school sick are sent home as soon as possible.
- Keep sick students and staff, particularly those with symptoms of respiratory illness, separate from well students and staff until they can leave. Plan to have areas where these individuals can be isolated from well students and staff until they can leave the

school.

- Remember that schools are not expected to screen students or staff to identify cases of COVID-19. If a community (or more specifically, a school) has cases of COVID-19,

local health officials will help identify those individuals and will follow up on next steps.

- Share resources with the school community to help families understand when to keep children home. This guidance, not specific to COVID-19, from the American Academy of Pediatrics can be helpful for families

Create and test communications plans for use with the school community.

- Include strategies for sharing information with staff, students, and their families.
- Include information about steps being taken by the school or child care facility to prepare, and how additional information will be shared.
- Test communication capacity, and reiterate steps staff, students, and families can take to stay healthy and guidance that they should stay home if sick.

Review CDC's guidance for businesses and employers.

- Review this CDC guidance to identify any additional strategies the school can use, given its role as an employer.

Child care and K-12 administrators can support their school community by sharing resources with students (if resources are age-appropriate), their families, and staff. Coordinate with local health officials to determine what type of information might be best to share with the school community. Consider sharing the following fact sheets and information sources:

- Information about COVID-19 available through state and local health departments
- General CDC fact sheets to help staff and students' families understand COVID-19 and the steps they can take to protect themselves:
    - *What you need to know about coronavirus disease 2019 (COVID-19)*
    - *What to do if you are sick with coronavirus disease 2019 (COVID-19)*
    - *Stop the spread of germs – help prevent the spread of respiratory viruses like COVID-19*
- CDC Information on COVID-19 and children
- CDC information for staff, students, and their families who have recently traveled back to the United States from areas where CDC has identified community spread of coronavirus:
    - A list of countries where community spread of COVID-19 is occurring can be found on the CDC webpage: *Coronavirus Disease 2019 Information for Travel*

When there is minimal to moderate community transmission

If local health officials report that there are multiple cases of COVID-19 in the community, schools may need to implement additional strategies in response to prevent

spread in the school, but they should continue using the strategies they implemented when there was no community transmission. These additional strategies include:

1. Coordinate with local health officials. This should be a first step in making decisions about responses to the presence of COVID-19 in the community. Health officials can help a school determine which set of strategies might be most appropriate for their specific community's situation.
2. Implement multiple social distancing strategies. Select strategies based on feasibility given the unique space and needs of the school. Not all strategies will be feasible for all schools. For example, limiting hall movement options can be particularly challenging in secondary schools. Many strategies that are feasible in primary or secondary schools may be less feasible in child care settings. Administrators are encouraged to think creatively about all opportunities to increase the physical space between students and limit interactions in large group settings. Schools may consider strategies such as:
3. Cancel field trips, assemblies, and other large gatherings. Cancel activities and events such as field trips, student assemblies, athletic events or practices, special performances, school-wide parent meetings, or spirit nights.
4. Cancel or modify classes where students are likely to be in very close contact. For example, in physical education or choir classes, consider having teachers come to classrooms to prevent classes mixing with others in the gymnasium or music room).
5. Increase the space between desks. Rearrange student desks to maximize the space between students. Turn desks to face in the same direction (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).
6. Avoid mixing students in common areas. For example, allow students to eat lunch and breakfast in their classrooms rather than mixing in the cafeteria. If it is not possible to suspend use of common areas, try to limit the extent to which students mix with each other, and particularly with students from other classes (e.g., stagger lunch by class, segregate lunch and recess area by class, send a few students into the library to pick out books rather than going as a class, suspend the use of lockers). Restrict hallway use through homeroom stays or staggered release of classes. Try to avoid taking multiple classes to bathrooms at once (e.g., avoid having all classes use the bathroom right after lunch or recess). In child care or elementary school settings, consider staggering playground use rather than allowing multiple classes to play together, and limit other activities where multiple classes interact.

- Stagger arrival and/or dismissal times. These approaches can limit the amount of close contact between students in high-traffic situations and times.
- Reduce congestion in the health office. For example, use the health office for children with flu-like symptoms and a satellite location for first aid or medication distribution.
- Limit nonessential visitors. Limit the presence of volunteers for classroom activities, mystery readers, cafeteria support, and other activities.
- Limit cross-school transfer for special programs. For example, if students are brought

from multiple schools for special programs (e.g., music, robotics, academic clubs),

consider using distance learning to deliver the instruction or temporarily offering duplicate programs in the participating schools.

- Teach staff, students, and their families to maintain distance from each other in the school. Educate staff, students, and their families at the same time and explain why this is important.
- Consider ways to accommodate the needs of children and families at risk for serious illness from COVID-19. Consider if and how to honor requests of parents who may have concerns about their children attending school due to underlying medical conditions of their children or others in their home.

Additional information about social distancing, including information on its use for other viral illnesses, is available in this CDC publication

When there is substantial community transmission

Additional strategies should be considered when there is substantial transmission in the local community in addition to those implemented when there is no, minimal, or moderate transmission. These strategies include:

Continue to coordinate with local health officials. If local health officials have determined there is substantial transmission of COVID-19 within the community, they will provide guidance to administrators on the best course of action for child care programs or schools. These strategies are expected to extend across multiple programs, schools, or school districts within the community, as they are not necessarily tied to cases within schools or child care facilities.

Consider extended school dismissals. In collaboration with local health officials, implement extended school dismissals (e.g., dismissals for longer than two weeks). This longer-term, and likely broader-reaching, dismissal strategy is intended to slow transmission rates of COVID-19 in the community. During extended school dismissals, also cancel extracurricular group activities, school-based afterschool programs, and large events (e.g., assemblies, spirit nights, field trips, and sporting events). Remember to implement strategies to ensure the continuity of education (e.g., distance learning) as well as meal programs and other essential services for students.

Protocols for Face Coverings

Cloth Face Coverings

- Teach and reinforce use of cloth face coverings. Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Face coverings should be worn by staff and students (particularly older students) as feasible, and are **most** essential in times when physical distancing is difficult. Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently. Information should be provided to staff, students, and students' families on proper use, removal, and washing of cloth face coverings.
    - Note: Cloth face coverings should **not** be placed on:
        - Children younger than 2 years old
        - Anyone who has trouble breathing or is unconscious
        - Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment.

How to Wash Cloth Face Coverings

Cloth face coverings are an additional step to help slow the spread of COVID-19 when combined with everyday preventive actions and social distancing in public settings. Cloth face coverings should be washed after each use. It is important to always remove face coverings correctly and wash your hands after handling or touching a used face covering.

Washing machine

- You can include your face covering with your regular laundry.
- Use regular laundry detergent and the warmest appropriate water setting for the cloth used to make the face covering.

Washing by hand

- Prepare a bleach solution by mixing:
- 5 tablespoons (1/3rd cup) household bleach per gallon of room temperature water or
- 4 teaspoons household bleach per quart of room temperature water
- Check the label to see if your bleach is intended for disinfection. Some bleach products, such as those designed for safe use on colored clothing, may not be suitable for disinfection. Ensure the bleach product is not past its expiration date. Never mix household bleach with ammonia or any other cleanser.
- Soak the face covering in the bleach solution for 5 minutes.
- Rinse thoroughly with cool or room temperature water.

How to dry

Dryer

- Use the highest heat setting and leave in the dryer until completely dry.

Air dry

- Lay flat and allow to completely dry. If possible, place the cloth face covering in direct sunlight.

Appendix F

Critical Area of Operation #6 - Contact Tracing

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

The Harrison School District will work in concert with the Harrison Board of Health in order to perform the needed tasks involved in contact tracing.

District administrators and school nurses will provide information to the local Board of Health during contact tracing. School nurses in each of Harrison's 5 schools will serve as the primary contact with the Board of Health.

Harrison School Nurses will, at minimum, complete or have completed, in coordination with the Harrison Board of Health, Contact Training instruction including a certification course by the Association of State and Territorial Health Officials (ASTHO), a training course for The New Jersey Department of Health Communicable Disease Reporting and Surveillance System (CDRSS), and a training course for the CommCare digital data collection platform (training provided by Rutgers University).

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.

Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses and School

Clean

- Wear disposable gloves to clean and disinfect.
- Clean surfaces using soap and water, then use disinfectant.
- Cleaning with soap and water reduces the number of germs, dirt and impurities on the surface. Disinfecting kills germs on surfaces.
- Practice routine cleaning of frequently touched surfaces.
- More frequent cleaning and disinfection may be required based on level of use.
- Surfaces and objects in public places, such as shopping carts and point of sale keypads should be cleaned and disinfected before each use.

High touch surfaces include:

- Tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, etc.

Disinfect

- **Recommend use of EPA-registered household disinfectant.**

Follow the instructions on the label to ensure safe and effective use of the product.

Many products recommend:

- Keeping surface wet for a period of time (see product label).
- Precautions such as wearing gloves and making sure you have good ventilation during use of the product.

Always read and follow the directions on the label to ensure safe and effective use.

- Wear skin protection and consider eye protection for potential splash hazards
- Ensure adequate ventilation
- Use no more than the amount recommended on the label
- Use water at room temperature for dilution (unless stated otherwise on the label)
- Avoid mixing chemical products
- Label diluted cleaning solutions
- Store and use chemicals out of the reach of children and pets

You should never eat, drink, breathe or inject these products into your body or apply directly to your skin as they can cause serious harm. Do not wipe or bathe pets with these products or any other products that are not approved for animal use.

See EPA's 6 steps for Safe and Effective Disinfectant Useexternal icon

Special considerations should be made for people with asthma and they should not be present when cleaning and disinfecting is happening as this can trigger asthma exacerbations. To learn more about reducing asthma triggers: https://www.cdc.gov/asthma/reduce_triggers.html

- **Diluted household bleach solutions may also be used** if appropriate for the surface.

Check the label to see if your bleach is intended for disinfection and has a sodium hypochlorite concentration of 5%–6%. Ensure the product is not past its expiration date. Some bleaches, such as those designed for safe use on colored clothing or for whitening may not be suitable for disinfection.

Unexpired household bleach will be effective against coronaviruses when properly diluted.

- **Follow manufacturer's instructions** for application and proper ventilation. Never mix household bleach with ammonia or any other cleanser.
- **Leave solution** on the surface for **at least 1 minute.**

To make a bleach solution, mix:

- 5 tablespoons (1/3rd cup) bleach per gallon of room temperature water

OR

- 4 teaspoons bleach per quart of room temperature water
- Bleach solutions will be effective for disinfection up to 24 hours.

Alcohol solutions with at least 70% alcohol may also be used.

Soft surfaces

For soft surfaces such as carpeted floor, rugs, and drapes

- **Clean the surface using soap and water** or with cleaners appropriate for use on these surfaces.
- **Launder items** (if possible) according to the manufacturer's instructions.Use the warmest appropriate water setting and dry items completely.

OR

- **Disinfect with an EPA-registered household disinfectant.** These disinfectants meet EPA's criteria for use against COVID-19.
- **Vacuum as usual**

Electronics

For electronics, such as tablets, touch screens, keyboards, remote controls, and ATM machines

- Consider putting a **wipeable cover** on electronics.
- **Follow manufacturer's instruction** for cleaning and disinfecting.
- If no guidance, **use alcohol-based wipes or sprays containing at least 70% alcohol**. Dry surface thoroughly.

Laundry

For clothing, towels, linens and other items

- Launder items according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely.
- **Wear disposable gloves** when handling dirty laundry from a person who is sick.
- Dirty laundry from a person who is sick can be washed with other people's items.
- **Do not shake** dirty laundry.
- Clean and **disinfect clothes hampers** according to guidance above for surfaces.
- Remove gloves, and wash hands right away.
- **Cleaning and disinfecting your building or facility if someone is sick**
- **Close off areas** used by the person who is sick.
- Companies do not necessarily need to close operations, if they can close off affected areas.
- **Open outside doors and windows** to increase air circulation in the area.
- **Wait 24 hours** before you clean or disinfect. If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect **all areas used by the person who is sick**, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls, and ATM machines.

Vacuum the space if needed. Use a vacuum equipped with a high-efficiency particular air (HEPA) filter, if available.

Do not vacuum a room or space that has people in it. Wait until the room or space is empty to vacuum, such as at night, for common spaces, or during the day for private rooms.

Consider temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.

Once an area has been **appropriately disinfected**, it **can be opened for use**.

Workers without close contact with the person who is sick can return to work immediately after disinfection.

If **more than 7 days** since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.

Continue routing cleaning and disinfection. This includes everyday practices that businesses and communities normally use to maintain a healthy environment.

Cleaning and disinfecting outdoor areas

Outdoor areas, like **playgrounds in schools and parks** generally require **normal routine cleaning**, but **do not require disinfection.**

- Do not spray disinfectant on outdoor playgrounds- it is not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public.
- High touch surfaces made of plastic or metal, such as grab bars and railings should be cleaned routinely.
- Cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended.

Sidewalks and roads should not be disinfected.

- Spread of COVID-19 from these surfaces is very low and disinfection is not effective.

When cleaning:

- **Regular cleaning staff** can clean and disinfect community spaces.
- Ensure they are trained on appropriate use of cleaning and disinfection chemicals.

Wear disposable gloves and gowns for all tasks in the cleaning process, including handling trash.

- Additional personal protective equipment (PPE) might be required based on the cleaning/disinfectant products being used and whether there is a risk of splash.
- Gloves and gowns should be removed carefully to avoid contamination of the wearer and the surrounding area.

Wash your hands often with soap and water for 20 seconds.

- Always wash immediately after removing gloves and after contact with a person who is sick.
- Hand sanitizer: If soap and water are not available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains at least 60% alcohol may be used. However, if hands are visibly dirty, always wash hands with soap and water.

Always read and follow the directions on the label to ensure safe and effective use.

- Keep hand sanitizers away from fire or flame
- For children under six years of age, hand sanitizer should be used with adult supervision
- Always store hand sanitizer out of reach of children and pets

See FDA's Tips for Safe Sanitizer Useexternal icon and CDC's Hand Sanitizer Use Considerations

Additional key times to wash hands include:

- After blowing one's nose, coughing, or sneezing.
- After using the restroom.
- Before eating or preparing food.
- After contact with animals or pets.
- Before and after providing routine care for another person who needs assistance (e.g., a child).

Additional considerations for employers

- **Educate workers** performing cleaning, laundry, and trash pick-up to recognize the

symptoms of COVID-19.

- Provide instructions on what to do if they develop symptoms within 14 days after their last possible exposure to the virus.
- **Develop policies for worker protection and provide training** to all cleaning staff on site prior to providing cleaning tasks.
    - Training should include when to use PPE, what PPE is necessary, how to properly don (put on), use, and doff (take off) PPE, and how to properly dispose of PPE.
- **Ensure** workers are trained on the hazards of the cleaning chemicals used in the workplace in accordance with OSHA's Hazard Communication standard (29 CFR 1910.1200external icon).
- **Comply with OSHA's standards** on Bloodborne Pathogens (29 CFR 1910.1030external icon), including proper disposal of regulated waste, and PPE (29 CFR 1910.132external icon).

Alternative disinfection methods:

- The efficacy of alternative disinfection methods, such as ultrasonic waves, high intensity UV radiation, and LED blue light against COVID-19 virus is not known.
    - EPA does not routinely review the safety or efficacy of pesticidal devices, such as UV lights, LED lights, or ultrasonic devices. Therefore, EPA cannot confirm whether, or under what circumstances, such products might be effective against the spread of COVID-19.
- CDC does not recommend the use of sanitizing tunnels. There is no evidence that they are effective in reducing the spread of COVID-19. Chemicals used in sanitizing tunnels could cause skin, eye, or respiratory irritation or damage.
- CDC only recommends use of the surface disinfectants identified against the virus that causes COVID-19.

Schedule for Cleaning, Sanitizing, and Disinfecting

Areas	Before Each Use	After Each Use	Daily (At the End of the Day)	Weekly	Monthly	Comments
Food Areas						
• Food Preparation Surfaces	Clean, Sanitize	Clean, Sanitize				Use a sanitizer for food contact.
• Eating Utensils & Dishes		Clean, Sanitize				If washing the dishes and utensils by hand, use a sanitizer safe for food contact as the final step in the process; use of an automated dishwasher will sanitize.
• Tables and High Chair Trays	Clean, Sanitize	Clean, Sanitize				
• Countertops		Clean	Clean, Sanitize			Use a sanitizer safe for food contact.
• Food Preparation Appliances		Clean	Clean, Sanitize			
• Mixed Use Tables	Clean, Sanitize					Before serving food.
• Refrigerator					Clean	
Child Care Areas						
• Plastic Mouthed Toys		Clean	Clean, Sanitize			
• Pacifiers		Clean	Clean, Sanitize			Reserve for use by only one child; use dishwasher or boil for one minute.
• Hats			Clean			Clean after each use if head lice present.
• Door & Cabinet Handles		Hourly	Clean, Disinfect			
• Floors			Clean			Sweep or vacuum, then damp mop, (consider micro fiber damp mop to pick up most particles).
• Machine Washable Cloth Toys				Clean		Launder
• Dress-up Clothes				Clean		Launder
• Play Activity Centers			Clean, Disinfect	Clean		
• Drinking Fountains			Clean, Disinfect			
• Computer Keyboards		Clean, Sanitize				Use sanitizing wipes, do not use spray.
• Phone Receivers			Clean			

Areas	Before Each Use	After Each Use	Daily (At the End of the Day)	Weekly	Monthly	Comments
Toilet and Diapering Areas						
• Changing Tables		Clean, Disinfect				Clean with detergent, rinse, disinfect.
• Potty Chairs		Clean, Disinfect				
• Handwashing Sinks & Faucets		Clean, Disinfect	Clean, Disinfect			
• Countertops			Clean, Disinfect			
• Toilets		Clean, Disinfect	Clean, Disinfect			
• Diaper Pails			Clean, Disinfect			
• Floors			Clean, Disinfect			Damp mop with a floor cleaner/disinfectant.
Sleeping Areas						
• Bed Sheets & Pillow Cases				Clean		Clean before use by another child.
• Crib Cots & Mats				Clean		Clean before use by another child.
• Blankets					Clean	

Maintain restrooms that remain open. Ensure they have functional toilets, clean and disinfected surfaces, and handwashing supplies.

If restrooms will be closed, notify visitors ahead of time so they can prepare appropriately. Ensure that open restrooms are:

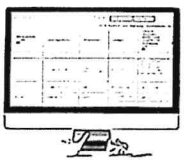
- Operating with functional toilets.
- Cleaned and disinfected regularly, particularly high-touch surfaces such as faucets, toilets, doorknobs, and light switches.
- Clean, and disinfect restrooms daily or more often if possible using EPA-registered disinfectantsexternal icon that are effective against SARS-CoV-2, the virus that causes COVID-19.
- Following the Guidance for Cleaning and Disinfecting to develop, implement, and maintain a plan to perform regular cleanings to reduce the risk of exposure to COVID-19.
- Regularly stocked with supplies for handwashing, including soap and paper towels for drying hands or hand sanitizer with at least 60% alcohol and no touch trash cans.
- In addition, advise employees to always wear gloves appropriate for the chemicals being used when they are cleaning and disinfecting, and that they may need additional PPE based on the setting and product. Employees should follow the directions on the label of the products. Ensure that cleaning products are stored properly and kept away from children.

NOTE: Often restroom facilities without running water, such as portable toilets and vault toilets, are not stocked with hand hygiene products. Encourage visitors to bring their own hand sanitizer with at least 60% alcohol for use in these facilities.

[redacted]

Step 1: Check that your product is EPA-approved

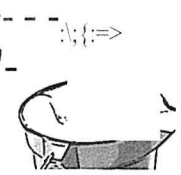
Find the EPA registration number on the product. Then, check to see if it is on EPA's list of approved disinfectants at: *epa.gov/listn*



[redacted]

Step 3:Pre ·c lean the surface

Make sure to wash the surface with soap and water if the directions mention pre-cleaning or if the surface is visibl y dirty.



[redacted]

Step 5: Wear gloves and wash your hands

For disposable gloves, discard them after each cleaning. For reusable gloves, dedicate a pair to disinfecting COVID-19. Wash your hands after removing the gloves.

[redacted]

GUIDANCE FOR CLEANING & DISINFECTING

SCAN HERE FOR MORE INFORMATION

1 DEVELOP YOUR PLAN

DETERMINE WHAT NEEDS TO BE CLEANED. Areas unoccupied for 7 or more days need only routine cleaning. Maintain existing cleaning practices for outdoor areas.

DETERMINE HOW AREAS WILL BE DISINFECTED. Consider the type of surface and how often the surface is touched. Prioritize disinfecting frequently touched surfaces.

CONSIDER THE RESOURCES AND EQUIPMENT NEEDED. Keep in mind the availability of cleaning products and personal protective equipment (PPE) appropriate for cleaners and disinfectants.

Follow guidance from state, tribal, local and territorial authorities.

2 IMPLEMENT

CLEAN VISIBLY DIRTY SURFACES WITH SOAP AND WATER prior to disinfection.

USE THE APPROPRI ATE CLEANING OR DISINFECTANT PRODUCT. Use an EPA-approved disinfectant against COVID-19, and read the label to make sure it meets your needs.

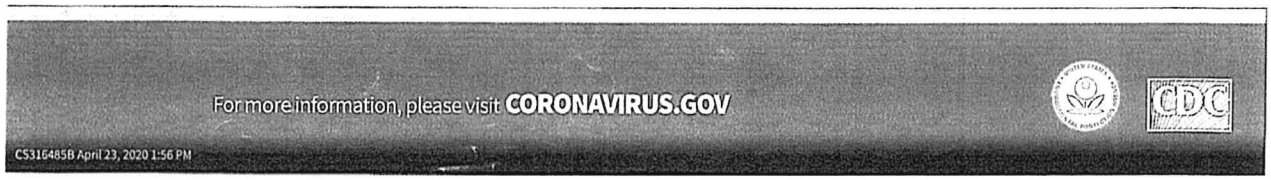
ALWAYS FOLLOW THE DIRECTIONS ON THE LABEL. The label will include safety information and application instructions. Keep disinfectants out of the reach of children.

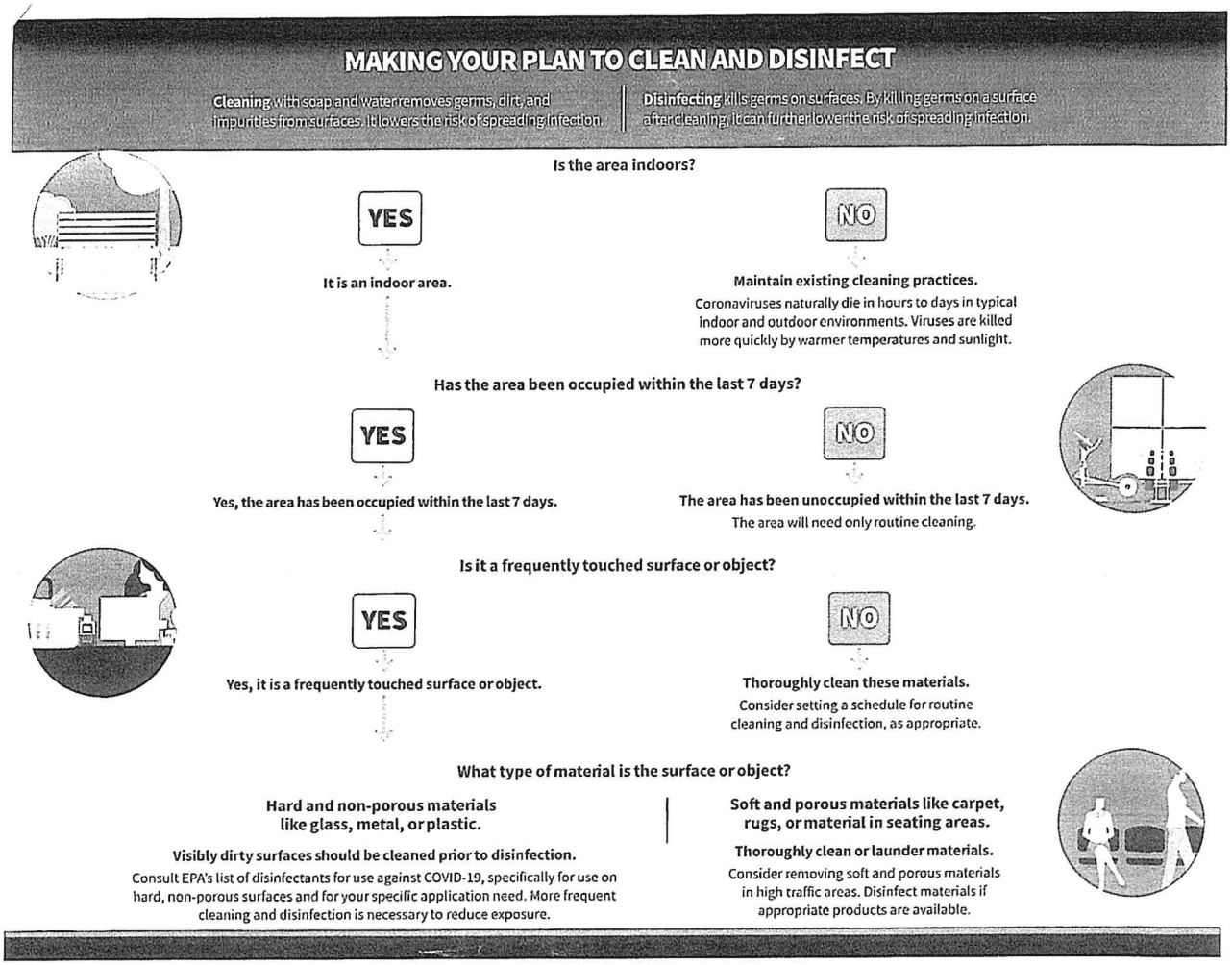
3 MAINTAIN AND REVISE

CONTINUE ROUTINE CLEANING AND DISINFECTION. Continue or revise your plan based upon appropriate disinfectant and PPE availability. Dirty surfaces should be cleaned with soap and water prior to disinfection. Routinely disinfect frequently touched surfaces at least daily.

MAINTAIN SAFE PRACTI CES such as frequent handwashing, using cloth face coverings, and staying home if you are sick.

CONTINUE PRACTICES THAT REDUCE THE POTENTI AL FOR E XPOSURE. Maintain social distancing, staying six feet away from others. Reduce sharing g of common spaces and frequently touched objects.


For more information, please visit CORONAVIRUS.GOV
CDC
CS316485B April 23, 2020 1:56 PM



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.

The Harrison School District will work in collaboration with our food service provider, Pomptonian, to provide daily breakfast and lunch for all students.

Students in Grades PreK-12 will be provided with a Grab & Go lunch and the next day's breakfast to take home with them when in school.

When classes are virtual, Grab & Go breakfast and lunch will be available for pick-up at locations designated by school.

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.

SHAPE America's *2020-2021 School Reentry Considerations: K-12 Physical Education, Health Education, and Physical Activity* is a supportive instruction using one of three models of learning:

- In-school instruction with physical distancing
- Distance learning
- Hybrid learning (defined as a combination of in-school instruction with physical distancing and distance learning)

This is supported by our state organization, NJAPHERD and will be utilized as our guide to provide our students with the most efficient and effective program of student learning in all models mentioned above. This school district will: continue to address all five National Standards for K-12 Physical Education by selecting associated activities that require little or no use of shared equipment by students. Educators may need to shift the focus of their curriculum to Standard 3 (health-enhancing fitness), Standard 4 (personal and social responsibility) and Standard 5 (value of physical activity) and incorporate activities for Standard 1 (motor skills and movement patterns) and Standard 2 (movement concepts) that are safe and appropriate. NOTE: In some situations, it may not be possible to address all Grade-Level Outcomes due to the constraints of physical distancing.

Social and emotional learning (SEL) is a critical component and key component of health and physical education instruction. In preparing for school reentry, intentionally incorporating SEL will be essential to supporting students through the COVID-19 pandemic. The utilization of other staff members (e.g., school counselor, school nurse, social worker, school psychologist, other teachers) to share SEL-specific skills being taught in support of our programs will be utilized.

Our top priority is to prepare an environment for safe and supportive instruction in physical education, health education, and physical activity. In doing so spaces within classrooms, gymnasiums and outdoor spaces will be marked/staggered to ensure social distancing. Locker rooms will not be utilized. Masks will be worn prior/post physical activity. Students will wear proper footwear and clothing to accommodate comfort when moving. Equipment will not be utilized. Recess will be staggered groups to social distance with no use of equipment. If playground areas or any type of equipment is utilized it must be properly sanitized after each use.

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.

All field trips, extra-curricular and use of facilities will be suspended until further notice.

- Only those that can guarantee social distancing and mask wearing will be looked at. Approvals from building administration and superintendent must be passed before activity is run.

All Extra-Curricular Activities, other than Marching Band and Cheer, will be conducted virtually until further notice.

- Cheer will follow the guidelines set forth by the NJSIAA
- The Marching Band will follow protocols below

Pre-rehearsal screening

- All students will be required to fill out the COVID-19 questionnaire, and submit no less than 7 days before the first rehearsal (8/3/20). Students who do not submit a screening will not be allowed to participate in rehearsal.

- Each day all teachers, students, and staff must clear the screening process at the designated entrance area before they are permitted to participate in the rehearsal.

- Temperature checks and daily questionnaires must be completed.

- Any individual who answers "yes" to any question on the questionnaire, or who has a temperature greater than 100.4°F, shall not be permitted to participate in the rehearsal and shall be required to return home.

- Any individual who answers "yes" to any question on the daily questionnaire shall be required to provide clearance from a physician before they will be permitted to resume participation in rehearsals.

- Responses to screening questions for each person will be recorded and stored so that there is a record of everyone present in case a student develops COVID-19 with appropriate attention being given to privacy and confidentiality.

Rehearsal Procedures

Location

- During Phase 1-2, rehearsals will be conducted outside only. If weather prevents outdoor rehearsals, rehearsals will either be canceled or rescheduled to a virtual venue.
- Outside rehearsals will comply with the NJSIAA Heat Participation Policy.
- Students will follow a pre-designated pathway for entrance &exit.

Hydration

- Students will be required to bring their own insulated water jug filled with water for each rehearsal. Water bottles will not be shared under any circumstances Hydration stations (water cows, water trough, water fountains, etc.) will not be utilized.

- Social distancing will be observed when music is being taught. Students will learn the music standing still, spaced at 10-foot intervals.
- Students will be grouped into cohorts of like-instruments (no larger than 10 students), cohorts will remain at least 20-feet away from any other grouping. Cohorts will not at any time interact with other cohort.
- If staff/faculty need to move within the 10-foot area to correct a student's playing position, embouchure, posture, etc. they should do so briefly and then move back away. (NFHS guidelines, Page 4)
- Students should wear masks whenever possible. All faculty/staff will wear masks at all times. Students will lower the face covering for active playing only, and immediately replace when playing is complete. Specifically designed musician face masks will be considered.
- There should be no car-pooling to or from rehearsals.
- Cohorts will receive staggered start & end times.

<u>Cleaning & Hygiene</u>

- Equipment will not be shared at any time during PHASE 1.
- Restrooms use shall be limited to one person at a time.
- Students will follow a predesignated route, with sanitization procedures to be followed before and after use.

- Students and staff should make every effort to wash their hands as often as possible including before and after the rehearsal.

- Hand sanitizer shall be accessible at all times.
- Students shall wear their rehearsal gear and shall return home in the same rehearsal gear.
- There shall be no spitting, chewing seeds or gum during the rehearsal.
- Students must be encouraged to shower and wash their rehearsal clothing immediately upon returning to home.
- Individuals should wash their hands for a minimum of 20 seconds with warm water and soap before touching any surfaces or participating in rehearsals.
- To the fullest extent possible, appropriate social distancing shall be maintained, and face coverings are worn when more than one student is in the restroom.

Equipment & Storage

- Instruments, equipment and sheet music will not be shared.
- Each student will be provided their own copy of music and their own instrument/equipment.
- Students will follow a pre-designated pathway to the band room for pick up and drop off of certain equipment only.
- Students will use hand sanitizer before entering and after leaving.
- Only one student will be allowed to exchange equipment at a time under staff supervision.
- Each student will receive a designated area for their case and other equipment that is their space alone and not touching other students.

Instrument Modification

- Bell covers will be required for the following instruments- Clarinet, Saxophone, Trumpet, Mellophone, Trombone, Baritone, Tuba. Nylon fabric is recommended.
- Instrument bags are recommended for the following instruments- Flute, Clarinet, Saxophone.
- Water key capture will be required for the following instruments- Trumpet, Mellophone, Trombone, Baritone, Tuba.

*Procedures & Practices will be updated upon receipt of Phase 2 guidelines.

Source information-
*September
Ready Fall 2020 Arts Education Guide
7.16.20
ArtsEdNJ

Medicine Advisory Committee (SMAC)
https://www.nfhs.org/media/3812337/2020-nfhs-guidance-for-returning-to-high-school-marching-band-activities.pdf
*PerformingArts Aerosol Study
https://www.nfhs.org/media/4029952/preliminary-testing-report-7-13-20.pdf?fbclid=IwAR1Zm5dltrA8ig_NGQm2yKoJdjFjPlUXS0cVwZF8FIN0SSKN-Oc684ALXhE

Appendix K

Academic, Social, and Behavioral Supports

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

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.

In addition to the programs and activities already in place, training will be provided to all school counselors, SBYSP, nurses, and all Child Study Team members in areas of SEL

in collaboration with the Hudson County Consortium for Social Emotional Learning.

The district remains committed in fostering positive social-emotional development and incorporating those elements into the instructional day for the benefit of both staff and students. District staff are encouraged to participate in the Flourishing Center's "Positive Educator" certification program. The training sessions began in May and are ongoing.

Our elementary curriculum incorporates SEL components in instruction that promotes wellness, student confidence, healthy peer relationships and positive acknowledgement of student contributions in classroom discussions.

Training videos are being developed for students and parents in the new procedures for entering school, hand washing, materials/supplies, mask wearing, etc. Additional videos are being developed to inform parents on technology topics such as G Suite for Education, how to use a Chromebook, etc. so that they can optimally assist their children during distance learning.

Social stories will be utilized for teaching about mask wearing, hand washing and socially distancing. This will be beneficial to the special education students, English language learners as well as the pre-kindergarten, kindergarten and first grade students.

Several parent and staff surveys have been administered in order to solicit feedback and promote general well-being and a sense of community.

District staff will have the opportunity to participate in professional development sessions related to wellness and self-care during in-service days throughout the 2020-21 school year. General staff and administration will have the opportunity to participate in professional development specifically geared towards the needs of English Language Learners during distance learning.

The district's website and social media platforms are used regularly to communicate with families and stress the importance of SEL. The district has established a "Virtual Calming Room" that is posted on the district website. Families and staff have the opportunity to engage in activities that promote wellness and self-care.

The district maximizes the efficient use of resources to improve support for all classroom teachers and targets interventions to students based on their needs. Through regular monitoring of student progress, along with data-based decision making by problem-solving teams and providing a continuum of supports and interventions based on student

performance, the district offers a variety of evidence-based practices designed to improve achievement and promote positive student outcomes. The tiered system involves the systematic development of nine essential components in schools for the effective implementation of the framework with fidelity and sustainability. Those components include: 1. Effective district and school leadership; 2. Family and community engagement; 3. Positive school culture and climate; 4. High-quality learning environments, curricula, and instructional practices; 5. Universalscreening; 6. Data-based decision making; 7. Collaborative problem-solving teams; 8. Progress monitoring; and 9. Staff professional development

B. Multi-Tiered Systems of Support (MTSS)

Each school building has its own Response to Intervention Team that assists staff in coordinating interventions for students and their families in the areas of academic, behavioral, and social emotions support.

The district utilizes LinkIt! platform (which houses assessments from various programs) in order to benchmark student progress and engage in data analytics to monitor student progress and identify areas of need. Staff regularly engage in collaborative sessions in order to determine the focus of instruction.

The district Child Study Teams continues to reach out to students who may be at risk, and will provide in-person contact upon school reopening. The district also uses INHOUSE to identify students who may be at risk to themselves or others through email notifications and 'flags'. Procedures are in place to ensure any student who may be in danger is contacted as soon as possible within 24 hours. Additionally, high school students have the availability of counselors through our SBYS program.

C. Wraparound Supports

Wraparound programs such as Academic Support Instruction serve to differentiate instruction to struggling/at-risk students as a preventative measure which supports the general education program. Instruction is provided during the school day, after-school and during the summer.

During the 2020-21 school year, the district will provide grant-funded after school supplemental academic programs. Grant-funded tutoring services will be offered to newcomers and SLIFE English Language Learners.

School climate surveys will be administered by each individual building during the course of the school year. The results of the survey will be reviewed by each school's School Climate Committee as well as the district's SEL committee and goals will be determined moving forward.

D. Food Service and Distribution

The district continues to provide daily Grab & Go breakfast and lunch for all school aged children aged 18 and under, Monday through Friday. We will continue to provide meals in the 2020-2021 school year in accordance with state guidelines.

Food distribution will continue as outlined in Appendix H

E. Quality Child Care

The district contracts with local childcare centers to provide before and after childcare for our students. This will continue to be an option for parents.

Appendix L

Restart Committee

NAME			EMAIL ADDRESS
Kroog	Maureen	Super Office/Acting Superintendent of Schools	maureen.kroog@Staff.Harrisonschools.org
Doran	James	Super office/Dir. of Personnel/HR	James.doran@staff.harrisonschools.org
Choffo	Dan	Board of Education /SBA	dan.choffo@staff.harrisonschools.org
Pichowicz	Michael	Board of Education/Asst. SBA	michael.pichowicz@staff.harrisonschools.org
Santana	Peter	Super Office/Dir. of Technology	peter.santana@harrisonschools.org
Heberling	Amy	Lincoln Elem.School/Principal	amy.heberling@staff.harrisonschools.org
Nicholas	Andrea	Hamilton Inter. School/HEA	andrea.nicholas@staff.harrisonschools.org
McClellend	Coleen	Washington Middle School/HEA	coleen.mcclellend@staff.harrisonschools.org
Green	Dan	Custodian	daniel.green@staff.harrisonschools.org
Katz	Doug	Food Service/Pomptonian	dkatz@pomptonian.com
Poplaski	James	Hamilton Inter. School/HEA	james.poplaski@staff.harrisonschools.org
Diaz	Jennifer	Lincoln Elem. School/Parent	jennidas415@gmail.com
Salernitano	Jennifer	Lincoln Elem. School/HEA	Jennifer.salernitano@staff.harrisonschools.org
Marrero	Jessica	Hamilton Interm. School/Parent	jnava72@msn.com
McNichol	Joan	Harrison High School	joan.mcnichol@staff.harrisonschools.org
Botch	JoAnn	Kennedy Elem. School/EC	joann.botch@staff.harrisonschools.org
Pace	Karen	Hamilton School/HEA	karen.pace@staff.harrisonschools.org
Stahl	Kevin	Hamilton School/Principal	kevin.stahl@staff.harrisonschools.org
Batista	Maireni s	Kennedy Elem. School /Parent	mairebatista@msn.com
Boryszewski	Matthe w	Harrison High School/HEA	matthew.Boryszewski@staff.harrisonschools.org
Weber	Matthe w	Harrison High School/Principal	matthew.weber@staff.harrisonschools.org
Green	Michael	Security	michael.green@staff.harrisonschools.org
Carr	Michele	Washington Middle School	michele.carr@staff.harrisonschools.org
Landy	Michael	Washington Middle School Principal	mike.landy@staff.harrisonschools.org
Huseinovic	Patricia	Harrison High School/Parent	phusinovic@ebglaw.com
Bayat	Shewa	Special Services	shewa.bayat@staff.harrisonschools.org
Valente	Steven	Lincoln Elementary School/Asst. Principal	steven.valente@staff.harrisonschools.org
Lombardi	Angel	Hamilton School/HEA	angel.lombardi@staff.harrisonschools.org
Gilgallon	Eileen	EC/Nurse	eileen.gilgallon@staff.harrisonschools.org
		Restart Committee (Continued)	
NAME			**EMAIL ADDRESS**
Sayle	Gregory	Food Service/Pomptonian	gregory.sayle@pomptonian.com

Melendez	Jackie	Special Services/HEA	jackie.melendez@staff.harrisonschools.org
Barber	Kevin	Washington Middle School/Asst. Principal	kevin.barber@staff.harrisonschools.org
Hohnecker	Kristen	Washington Middle School/School Nurse	kristen.hohnecker@staff.harrisonschools.org
Vila	Maria	Board of Education President	mariavila431@hotmail.com
Mascellino	Regina	Harrison High School Parent	rmascellino@tompkinsmcguire.com
Cruz	Ina	Lincoln Elementary School Parent	inacruz90@outlook.com

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.

HARRISON HIGH SCHOOL			
Weber	Matt	Principal	matthew.weber@staff.harrisonschools.org
Lipski	Steve	Asst. Principal	steve.lipski@staff.harrisonschools.org
Huaranga	Kimberly	Asst. Principal	kimberly.huaranga@staff.harrisonschools.org
Correnti	Jenn	Director of Guidance	jennifer.correnti@staff.harrisonschools.org
Rebelo	Maria	Director of SBYS	maria.rebelo@staff.harrisonschools.org
Hoffman	Susan	School Nurse	susan.hoffman@staff.harrisonschools.org
Collard	Jackie	CST, Social Worker	jackie.collard@staff.harrisonschools.org
Landy	Nick	Special Ed teacher	nicholas.landy@staff.harrisonschools.org
Ellison	Sophie	Special Ed teacher	sophie.ellison@staff.harrisonschools.org
Waters	Amanda	PE teacher	amanda.waters@staff.harrisonschools.org
Maya	Maya	VPA teacher	marcy.wilson@staff.harrisonschools.org
Conde	Danny	VPA teacher	danny.conde@staff.harrisonschools.org
Wagner	Amanda	Science teacher	amanda.wagner@staff.harrisonschools.org
Sudberg	Matt	STEM teacher	matthew.sudberg@staff.harrisonschools.org
Hanson	Cathy	ESL teacher	cathy.hanson@staff.harrisonschools.org
Sabia	Anthony	Math teacher	anthony.sabia@staff.harrisonschools.org
Rodriguez	Lauren	ELA teacher / Union Rep	lauren.rodriguez@staff.harrisonschools.org
Martinez	Pedro	WL teacher	pedro.martinez@staff.harrisonschools.org
Boryszewski	Matt	SS teacher / Union Rep	matthew.boryszewski@staff.harrisonschools.org
Huseinovic	Patty	HHS Parent	adustlyn@verizon.net
Mascellino	Regina	HHS Parent	RMascellino@tompkinsmcguire.com
Pineiro	Kyra	SGA student representative	
Moreno	Kathleen	SGA student representative	
Fernandez	Maria	SGA, advisor	maria.fernande@staff.harrisonschools.org
Nankivell	Dan	SS teacher	
HHS (Cont.)			
Ronan	Debbie	Math teacher	
Thomas	Michelle	ELA teacher	

Nidowicz	Chris	ELA teacher	

WASHINGTON MIDDLE SCHOOL			
Landy	Michael	Principal	mike.landy@staff.harrisonschools.org
Barber	Kevin	Assistant Principal	kevin.barber@staff.harrisonschools.org
Lopes	Michelle	Guidance Counselor	michelle.lopes@staff.harrisonschools.org

Madalena	Kim	Teacher 8th grade	kim.madalena@staff.harrisonschools.org
Carr	Michelle	Parent	michelle.carr@staff.harrisonschools.org
Green	Michael	Security Officer	michael.green@staff.harrisonschools.org
Antonovich	Kristen	Teacher/Special Ed	Kristen.antonovich@staff.harrisonschools.org
Melendez	Jackie	CST	jacqueline.melendez@staff.harrisonschools.org
Colleen	McClelland	Teacher 6th Grade	colleen.mcclelland@staff.harrisonschools.org
Hohnecker	Kristen	Nurse	kristen.hohnecker@staff.harrisonschools.org
Al	Ruiz	Teacher/Special Ed	adalberto.ruiz@staff.harrisonschools.org
Danny	Green	Maintenance	dan.green@staff.harrisonschools.org
Mayra	Rivas-Flores	Social Worker	mayra.Rivas-flores@staff.harrisonschools.org
Cristalli	Karen	Teacher 7th grade	karen.cristalli@staff.harrisonschools.org

HAMILTON INTERMEDIATE SCHOOL			
Stahl	Kevin	Principal	kevin.stahl@staff.harrisonschools.org
Lombardi	Angela	School Social Worker/ LEAD teacher/Union Rep	angela.lombardi@staff.harrisonschools.org
Jordan	Kathy	School Nurse	kathy.jordan@staff.harrisonschools.org
Ligerio	Nicole	Grade 4 - Math teacher/ Leadership Team/ Parent	nicole.ligeiro@staff.harrisonschools.org
Pinho	Tonilyn	Grade 4 - ELA teacher/ Leadership Team	tonilyn.pinho@staff.harrisonschools.org

Cerqueira	Catarina	Grade 5 - ELA teacher/ Leadership Team	catarina.cerqueira@staff.harrisonschools.org
Muscillo	Cara	Grade 5 - Math teacher/ Leadership Team/ Union Rep	cara.muscillo@staff.harrisonschools.org
Cusumano	Luciana	Special Education teacher/ Leadership Team	luciana.cusumano@staff.harrisonschools.org
Scudder	Susan	CST	susan.scudder@staff.harrisonschools.org
Scomparin	Sergio	Special Area teacher - HPE	sergio.scomparin@staff.harrisonschools.org
DeRoberis	JoEllen	Special Area teacher - STEAM	joellen.derobertis@staff.harrisonschools.org
Nicholas	Andrea	Grade 4 - ELA teacher/ Union Rep	andrea.nicholas@staff.harrisonschools.org
Gallagher	Michael	Custodian	michael.gallagher@staff.harrisonschools.org
Portnajmer	Steven	Custodian	steven.portnajmer@staff.harrisonschools.org
Hanson	Bernie	Security	bernie.hanson@staff.harrisonschools.org
Mulrenan	John	Security	john.mulrenan@staff.harrisonschools.org
Gerris	Ruth	Main Office	ruth.gerris@staff.harrisonschools.org
Guevara	Heather	Main Office/ Parent	heather.guevara@staff.harrisonschools.org
Marrero	Jessica	Hamilton School Parent	jnava72@msn.com

LINCOLN ELEMENTARY SCHOOL			
Heberling	Amy	Principal	amy.heberling@staff.harrisonschools.org
Gomez	Dianna	Social Worker	dianna.gomez@staff.harrisonschools.org
Pimentel	Clarisa	CST	clarisa.pimentel@staff.harrisonschools.org
Bonardi	Jennifer	CST	jennifer.bonardi@staff.harrisonschools.org
Kristiansen	Joanne	Nurse	Joanne.kristiansen@staff.harrisonschools.org
Gomes	Marina	main office	marina.gomes@staff.harrisonschools.org
Cabadelo	Tina	main office	tina.cabedelo@staff.harrisonschools.org
Hinchcliffe	Carla	ELL coordinator	carla.hinchcliffe@staff.harrisonschools.org
Salernitano	Jennifer	Grade 2 teacher/ Union Rep	jennifer.salernitano@staff.harrisonschools.org
Carter	Lauren	Grade-3 teacher	lauren.anders@staff.harrisonschools.org
DellaVecchia	Jamie	Grade 2 teacher	jamie.dellavecchia@staff.harrisonschools.org
Barnhill	Colleen	Grade 2 teacher	collen.barnhill@staff.harrisonschools.org
Stahl	Gerard	Grade 3 teacher/ Leadership Team	gerard.stahl@staff.harrisonschools.org
Keegan	Cienne	Union, Specials and Leadership Team	cienne.keegan@staff.harrisonschools.org
Malefsky	Jennifer	Specials, Leadership Team	jennifer.malefsky@staff.harrisonschools.org
Dobak	Jim	School Safety	james.dobak@staff.harrisonschools.org
Silva	John	Custodian	john.silva@staff.harrisonschools.org
Lyons	Jackie	Pompotonian	
Dias	Jennifer	2nd Grade Parent	jennidias415@gmail.com
Cruz	Inna	2nd Grade Parent	inacruz90@outlook.com
Confessore	Fred	3rd Grade Parent	fgconfessore@gmail.com
Woods	Patty	3rd Grade Parent	patricia.woods@staff.harrisonschools.org
Soltis	Nicole	1st/3rd Grade Parent, Pomptonian	nickyricky@gmail.com

Kennedy Elementary School			
Botch	JoAnn	Principal	joann.botch@staff.harrisonschools.org
Valente	Steven	Assistant Principal	steven.valente@staff.harrisonschools.org
Lee	Olivia	Nurse, KES	olivia.lee@staff.harrisonschools.org
Gilgallon	Eileen	Nurse, Early Childhood	eileen.gilgallon@staff.harrisonschools.org
Gomez	Dianna	School Social Worker	dianna.gomez@staff.harrisonschools.org
Allen	Kristy	Kdg. Teacher/Leadership Team	kristy.allen@staff.harrisonschools.org
Garofalo	Monica	Kindergarten Teacher	monica.garofalo@staff.harrisonschools.org
Mc Quillen	Lyndsey	1st grade Teacher/Leadership Team	lyndsey.mcquillen@staff.harrisonschools.org
Coviello	Marlene	1st grade Teacher	marlene.coviello@staff.harrisonschools.org
Poplaski	James	Special Area Teacher/PE/Union rep.	james.poplaski@staff.harrisonschools.org
Markowski	Elizabeth	Teacher/Special Ed./Preschool	elizabeth.markowski@staff.harrisonschools.org
Olveira	Luis	Custodian	luis.olveira@staff.haarrisonschools.org
Holloway, Jr.	Ricky	Security	ricky.holloway@staff.harrisonschools.org
Amador	Jessica	Special Services/Case Manager	jessica.amador@staff.harrisonschools.org
Mc Allister	Laurie	Secretary/Main Office	laurie.mcallister@staff.harrisonschools.org
Da Silva	Vera	Secretary/Early Childhood/Preschool Parent	vera.dasilva@staff.harrisonschools.org
Silva	Maria	Early Childhood Master Teacher	maria.silva@staff.harrisonschools.org
Batista	Mairenas	Parent/Pomptonian Employee	mairebatista@msn.com
Greene-Pace	Karen	HEA President	karen.pace@staff.harrisonschools.org
Lombardi	Angela	HEA Vice-President	angela.lombardi@staff.harrisonschools.org

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
   1. Grades K-5 – Meet from 8:20 a.m. to 1:15 p.m. everyday.
      There is no lunch scheduled, as students will Grab and Go breakfast and lunch at 1:15 p.m.

   2. Grades 6-12 –Meet from 8:20 a.m. to 3:00 p.m. everyday
      Three lunches daily, periods 4, 5, and 6. Students will eat in the cafe, media center, and patios (when weather permits)

B. Schedule / Time
   1. School will be in session for 180 days

   2. All school days will fulfill the instructional minutes required for a school day.

      a. For students, the elementary school day will begin at 8:20 a.m. and end at 1:15 p.m.

      b. Middle & High School will begin at 8:20 a.m. and end at 3:00 p.m.

   3. Teachers will be provided a 45-minute lunch at the end of the school day as well as common planning time/prep/office hours (insert schedule).

   4. No virtual only instruction will be provided.

B. Educational Program

- The district will implement and execute a hybrid school schedule consisting of both in person and distance learning. In compliance with directives set forth by the state of New Jersey all students will be eligible to participate in a distance learning only curriculum. In-person instruction will split scheduled classes into groups A and B who will report on alternate school days with Wednesday being an alternate learning day for all students. The hybrid schedule will allow students to meet the minimum standards set forth by the state of New Jersey in regards to instructional time.
- Student attendance will be monitored and recorded daily to ensure compliance with the 180 day school year requirement.
- Students eligible for support services through an IEP or 504 plan will continue to receive individualized accommodations for which they are eligible. Case managers and counselors will continue to assist staff and students in meeting the educational and emotional needs of the student population by utilizing all available resources.
- ELL eligible students will continue to be scheduled in courses that provide the additional language development services for which they are entitled. Testing will be conducted to ensure accurate course placement.
- The hybrid class schedule will accommodate the planning needs of staff members by giving them common planning time daily. This time can be used to cultivate future lessons, conduct follow-up with individual students, parents and support staff, pursue professional development, participate in district and school PLC's, prepare virtual lessons or activities for Google Classroom etc.

Appendix O
Staffing

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

The Harrison School District has established itself as a cross-section of diverse teachers and learners, and we have responded to this pandemic as a united educational community to reach the needs of everyone in our school system. In terms of staffing and employee relations, the district's Human Resources Department has initiated a series of protocols designed to support the various needs of staff members as we prepare to reopen in a hybrid environment in the fall. Staff and students who lack devices have been provided with working Chromebooks and we assist those without internet access by helping them connect to hotspots or otherwise linking them to internet service providers. The Human Resources Department will conduct several initiatives to ensure all staff and students who are in need of health accommodations are accounted for and provided opportunities to be successful during this unique timeframe.

- The district will continue to apply to all relevant employment laws, such as the ADA, HIPAA, and all other applicable state laws.
- Students who need accommodations due to health concerns will be provided opportunities to work remotely or have schedules adjusted to ensure they have equal opportunity to all learning provided in-person or online
- Schedules for each student will be consistent with district protocols, unique to grade level bands and accounting for special education students
- Teachers will maintain consistency for instructional materials and leverage technology to ensure students who are working remotely progress satisfactorily
- All mentoring of nontenured teachers will continue throughout the school year and will be differentiated based on the teachers' individual needs
- The district will adhere to the Educator Evaluation Guidance that was provided as flexibility for the requirements for educator evaluation, which was provided in early May 2020 by the NJDOE
- The district will ensure all teachers are certified in the content area they are assigned to teach, and will continue to monitor and track progress toward certification as per the NJDOE guidelines for teachers seeking standard certification in subject areas

The hybrid learning model that the district is employing in this restart plan will be monitored by each school-based administrator, and supervised by Central Office Administration. All applicable health protocols and precautions will already be established, and all school personnel will have roles and responsibilities to ensure all elements of this Restart and Recovery Plan are implemented correctly.

- Principals/School Administrators:
    - Monitor entry screening of all students and staff, review and respond to daily parent questionnaires, and ensure distancing upon student arrival into the school
    - Schedule and monitor the movement of students and staff to ensure contact tracing is possible if/when a student or staff member becomes ill or tests positive
    - Ensure the proper flow of students and staff are visible and adhered to
    - Ensure all personal protective equipment are available, operational, and utilized in each instructional area of the building
    - Ensure the parent communication is consistent, and ensure all student confidentiality laws are adhered to if a student is exhibiting symptoms or receives a positive test result for the virus
    - Ensure the quality of education is the highest priority, during in-school instruction as well as online
    - Communicate effectively with staff and students, ensure all security drills are completed in a timely manner, and address health concerns immediately with district administration, the local health department, as well as parents

- Teachers:
    - Ensure in-person instruction is aligned with state and district academic and social/emotional standards for success
    - Ensure students who are working remotely have adequate classwork to complete in order to continue progressing in the curriculum
    - Monitor the students and report any symptoms of health issues in students
    - Communicate with parents regarding student progress
    - Report any personal virus symptoms to administration and adhere to health directives and/or quarantines
- Educational Services Staff Members:
    - Routinely monitor special education services via in-person or hybrid/online to ensure the consistency of progress toward IEP goals and objectives
    - Meet virtually with parents to ensure compliance with special education code for annual meetings and to evaluate/reevaluate
    - Monitor and adjust educational programs/materials/instruction to account for students who struggle emotionally or behaviorally
    - Ensure that communication is consistent with building and district level administration
    - Create alternative online educational methods for specific students whose needs require it by adjusting the in-person or online instructional models
- Classroom Aides:
    - Monitor students' academic and social/emotional progress to assist the process of teaching and learning
    - Report any instances of health-related symptoms in students to the teacher, nurse or building administrator immediately
    - Monitor bathroom visits and/or assist students by monitoring student social distancing while waiting
    - Perform alternate duties that the building administrator or Superintendent may assign
- Substitutes:
    - The district regularly employs daily substitutes who will work in the absence of the classroom teacher, and this will remain the same as we reopen school in September
    - Teachers who are on a leave of absence will require long term substitutes, and those substitutes will perform all the duties that the regular teacher would
- Technology Personnel:
    - Coordinate with building principals and supervisors to ensure distribution and implementation of district chromebooks, iPads, and other devices
    - Ensure availability of wifi in all district buildings
    - Provide repair as needed of district devices

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.

Guidelines developed by the NJSIAA will be followed. Updates for the 2021-22 school year will be added when they become available prior to the start of fall sports in August 2021.

1.General Health and Safety

a.Student-athletes who presently have COVID-19, or who have tested positive for COVID-19, shall provide clearance from a physician before he/she will be permitted to participate in workouts.

b.Student-athletes who have pre-existing medical conditions and/or are immunocompromised (e.g., diabetes, asthma, auto-immune disorders, etc.) shall provide clearance from a physician before he/she will be permitted to participate in workouts.

c. Districts shall examine their Emergency Action Plans and determine what changes, if any, may be needed to respond to emergencies, including those related to COVID-19.

d. Districts shall determine how they will handle and respond to the routine treatment and care of student-athletes who may be injured during workouts, including both on the field and in the training room.

e. Workouts shall always comply with the NJSIAA Heat Participation Policy

f. Student-athletes should be provided with unlimited access to fluids.

g. During all workouts, coaches and staff are reminded to be alert for any students exhibiting signs of distress regarding mental health secondary to the COVID-19 pandemic.

2. Face Coverings:

a. Student-athletes who are engaged in high-intensity aerobic activity, e.g., running, sprinting, etc., do not need to wear face coverings during the period of the aerobic activity. Once the aerobic activity is over, student athletes shall wear face coverings if the sport is indoors.

b. Student-athletes who are not engaged in high-intensity aerobic activity, e.g., sitting on the bench, reviewing plays, watching videos, waiting in line, etc., are to wear face coverings for indoor sports.

c. Coaches and district personnel must wear face coverings for indoor sports.

3. Groupings/Social Distancing:

a. Groups will try to maintain social distancing when possible.

4. Sports Equipment:

a.Each student-athlete shall bring individual water bottles to each workout for his/her own personal consumption. There shall not be any trading or sharing of water bottles.

b. All sports equipment and touchpoints (e.g., benches, agility cones, ladders, clipboards, etc.) must be cleaned and disinfected after each workout with EPA approved cleaners and disinfectants against COVID-19.

5. Locker Rooms/Restrooms:

a. Student-athletes shall not have access to locker rooms at any time unless needed for restroom access.

b. Restrooms shall be cleaned and disinfected regularly with EPA approved cleaners and disinfectants against COVID-19.

c. Restroom use shall be limited to one person at a time.

d. To the fullest extent possible, appropriate social distancing shall be maintained, and face coverings are worn when more than one student-athlete is in the restroom.

6. Hygiene:

a. Students and staff should make every effort to wash their hands as often as possible including before and after the workout.

b. Hand sanitizer shall be accessible at all times.

c. Student-athletes shall wear their workout gear to the workout and shall return home in the same workout gear.

d. There shall be no spitting, chewing seeds or gum during the workout.

1. A Student-athlete has signs or symptoms of COVID-19

a. Student-athletes must self-quarantine and contact their doctor for further instructions.

b. A return-to-play note from a DO or MO must be completed before the student-athlete may return to workouts.

c. The related pod will be permitted to continue until results are known of the symptomatic student-athlete.

d. All members of the related pod must be extremely vigilant in checking for signs or symptoms multiple times a day.

2. A Student-athlete has tested positive for COVID-19

a. Student-athlete must self-quarantine for 14 days from the date of the positive test and follow their doctors' orders.

b. All members of the related pod must self-quarantine for 14 days from the date of the last exposure and follow their doctors' orders.

c. A return-to-play note from a DO or MO must be completed before all student-athletes of the related pod may return to workouts.

3. A Coach has signs or symptoms of COVID-19

a. The coach must self-quarantine and contact their doctor for further instructions.

b. A return-to-play note from a DO or MO must be completed before the coach may return to workouts.

c. The related pod will be permitted to continue until results are known of the symptomatic coach.

d. All members of the related team/pod must be extremely vigilant in checking for signs or symptoms multiple times a day.

4. A coach has tested positive for COVID-19

a. The coach must self-quarantine for 14 days from the date of the positive test and follow their doctors' orders.

b. If the coach was not directly engaged in a particular pod, and just supervised workouts while maintaining proper social distances and wearing a mask, then the team and pod may continue if other coaches are available.

c. If the coach was directly engaged in a particular pod, then all members of the related pod must self-quarantine for 14 days from the date of the last exposure and follow their doctors' orders.

d. A return-to-play note from a DO or MO must be completed for all coaches and student-athletes that were forced to quarantine before they may return to workouts.

5. Only a Doctor of Osteopathic Medicine (DO) or a Doctor of Medicine (MD) can clear athletes or coaches for summer workouts concerning COVID-19 signs, symptoms, and history.

6. It is the responsibility of the testing facility to notify the local agency of a positive test. The local agency will begin the contact tracing procedure.

CHART OF USEFUL LINKS

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

Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf
	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/posters.html
Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/

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

	Coronavirus Resources for Mentoring	https://nationalmentoringresourcecenter.org/

Section	Title	Link
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Section	**Title**	**Link**
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/edevaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
Athletics	Executive Order No. 149	http://d31hzlhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf
Policy and Funding		
Section	**Title**	**Link**
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx

FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm

Section	Title	Link
Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bso/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Section	**Title**	**Link**
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml

Section	Title	Link
Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/
Career and Technical Education (CTE)	Communicable Disease Service	https://www.nj.gov/health/cd/topics/covid2019_schools.shtml
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html