

**North Haledon Public Schools  
K-8**



**North Haledon Public Schools  
"The Road Back"  
Restart and Recovery Plan**

July 2020

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## Restart and Recovery

This Restart and Recovery Plan provides educators and administrators of North Haledon Public Schools with the information necessary to ensure that our schools reopen safely and are prepared to accommodate students' unique needs during this unprecedented time. In addition to taking these steps to protect students' and educators' physical health, leaders must also consider the impact of social isolation on both educators and students. Based on input from New Jersey stakeholders and educators from across the country, the NJDOE recommends school district teams include the following elements in their reopening plans.

- A. Conditions for Learning
  - B. Leadership and Planning
  - C. Policy and Funding
  - D. Continuity for Learning
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### 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.*

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

1. Health and Safety
2. Academic, Social and Behavioral Supports/ Classrooms
3. Transportation
4. Student Flow, Entry, Exit, and Common Areas
5. Screening, PPE, and Response to Students and Staff Presenting Symptoms
6. Contact Tracing
7. Facilities Cleaning Practices
8. Meals
9. Recess/Physical Education
10. Extracurricular Activities and Use of Facilities Outside of School Hours

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

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

- (a) School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.
- (b) School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.
- (c) The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.
- (d) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.
- (e) Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:
  - (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- Health and Safety Guidelines]

**Critical Area of Operation #2 – Academic, Social and Behavioral Supports/Classrooms – 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.

- (4) All instructional and non-instructional rooms in schools and district facilities will comply with social distancing standards (6ft. distance).
- (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 – Academic, Social and Behavioral Supports/Classrooms]

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

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

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

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

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

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

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

- (1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:
  - (a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.

- (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
  - (c) Results must be documented when signs/symptoms of COVID-19 are observed.
  - (d) Any screening policy/protocol must consider 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 required to wear face coverings, and are required to do so at all times when inside the building, as well as outdoors on school grounds when 6ft. of social distancing cannot occur. 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]

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

- (1) The NJDOE Guidance does not include any “anticipated minimum standards” for contact tracing. However, all school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the Superintendent or designee should be provided information regarding the role of contact tracing conducted by State, county, and local officials.
- (2) School officials should engage the expertise of their school nurses on the importance of contact tracing.
- (3) The NJDOE will credit certified School Safety Specialists with three hours of training upon completion of Johns Hopkins University's COVID-19 Contact Tracing course.

[See Appendix F – Critical Area of Operation #6 – Contact Tracing]

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

- (1) School officials must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.
- (2) The Board’s Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
  - (a) A schedule for increased routine cleaning and disinfection.
  - (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. 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]

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

- (1) If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board's Plan, if applicable:
  - (a) Stagger times to allow for social distancing and clean and disinfect between groups.

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

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

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

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

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

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]

In addition to taking these steps to protect students’ and educators’ physical health, leaders must also consider the impact of social isolation on both educators and students. Based on input from New Jersey stakeholders and educators from across the country, the NJDOE recommends school district teams include the following elements in their reopening plans:

- Social Emotional Learning
- I&RS Teams
- Food Services and Distribution

- Quality Child Care

2. Academic, Social and Behavioral Supports

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

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

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

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

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

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

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

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

The School Counselors continued supporting the social emotional needs of students through the spring school closure. When schools reopen, the social emotional needs of students will be addressed throughout the day, during morning meetings (K-5), and in small social skills-based groups (6-8), counselors deliver lessons with support of the health/wellness curriculum. Our students and staff social-emotional needs will also be emphasized in our professional development planning and programming.

b. Multi-Tiered Systems of Support (MTSS)

MTSS is a systematic approach to prevention, intervention, and enrichment in grades Pre-K through Grade 8 for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support.

Not Being Utilized

Being Developed by School Officials

Currently being Utilized

In each of our schools we provide a systematic approach to prevention, intervention, and enrichment in grades PK-8 for academics and behavior. The I&RS teams offer teachers and the North Haledon community a mechanism to identify individual students who need extra support. Through the I & RS team, staff collaborates with parents to meet the academic and behavioral needs of students. Annually, student assessment data is reviewed to establish students who are not meeting expectations and provide additional support through the school counselors, math specialists, reading specialists, SGI Small Group Interventions, early prevention, and those who qualify for ELL services.

c. Wraparound Supports

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

The North Haledon Public Schools provides Preschool Disabled students and LLD students with a virtual summer program. The program will address the student's individual academic needs. Differentiated instruction, class assignments, independent work will be provided to each student. Speech/Language Therapy, Physical Therapy, and Occupational Therapy will be provided to the students. Discussion based assessments, where the teacher has a live video conversation with the student to check for mastery such as class discussions via Google Meets/Zoom will be used. Rubric scores can be used to provide evidence of student learning to create differentiated groupings. The student's individualized IEP Goals and Objectives will be addressed during the summer program.

The District will provide students with severe reading disability remote Orton-Gillingham Instruction during the summer. Differentiated instruction, class assignments, independent work will be provided to each student. The program will be a continuation of the student's current multisensory reading program. The student's individualized IEP Goals and Objectives will be addressed during the summer program.

The District will provide English Language Learners with remote instruction during the summer. Differentiated instruction, class assignments, independent work will be provided to ELL learners. The program will be a continuation of the student's current ELL program by developing oral and written language skills, listening skills, vocabulary, reading and writing development.

Physical and Mental Wellness Health Care -This includes mental health support, primary health and dental care, family engagement, expanded before-school and after-school and summer learning time, and mentoring programs.

Through the I&RS process, our mental health support professionals engage with check in/check out support for identified students. All mental health support professionals will assist families coordinating with outside resources when appropriate.

d. Food Service and Distribution

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

The district's lunch service (Maschio) will prepare bagged lunches on a daily basis. Lunches will be available to ALL students. During Phase One of our plan, our school cafeteria will not be utilized.

e. Quality Child Care

Child care will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families who otherwise would not utilize child care will now require it. Phase One of our plan will not provide facility utilization for outside agencies.

Not Being Utilized

\_\_\_ Being Developed by School Officials

\_\_\_ Currently Being Utilized

The district contracts with the Wayne Boys and Girls Club, as well as Jenn’s Junction for before and after care at our middle school and elementary school respectively.

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

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## **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.

[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) School safety personnel; and
  - (8) Members of the School Safety Team.

- 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.
- c. 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.
- d. 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.
- e. 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) 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
  - a. In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.
  - b. Instructional staff should:
    - (1) Reinforce social distancing protocol with students and co-teacher or support staff.
    - (2) Limit group interactions to maintain safety.

- (3) Support school building safety logistics (entering, exiting, restrooms, etc.).
- (4) Become familiar with district online protocols and platforms.
- (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
- (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- (7) Provide regular feedback to students and families on expectations and progress.
- (8) Set clear expectations for remote and in-person students.
- (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
- (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- (11) Instruct and maintain good practice in digital citizenship for all students and staff.
- (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
- (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
- (15) Limiting on-line activities for 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.

e. Educational services staff members should:

- (1) Lead small group instruction in a virtual environment.
- (2) Facilitate the virtual component of synchronous online interactions.
- (3) Manage 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. Support staff/paraprofessionals may:

- (1) Lead small group instruction to ensure social distancing.
- (2) Consider student grouping to maintain single classroom cohorts.
- (3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- (4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.
- (5) Provide real-time support during virtual sessions.

- (6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- (7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
- (8) Lead small group instruction in a virtual environment.
- (9) Facilitate the virtual component of synchronous online interactions.
- (10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

g. Substitutes

- (1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
- (2) Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
- (3) Designate substitutes to a single school building or grade level to avoid too much movement between schools.
- (4) Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

- a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:
  - (1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.
  - (2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
  - (3) To the extent possible, provide district one-to-one instructional devices and connectivity.

- (4) Prior to the start of the school year, provide district email addresses and access to online platform (usernames/passwords/organizational credentials).
- b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:
- (1) Train student teachers to use technology platforms.
  - (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
  - (3) Survey assistant teachers to determine technology needs/access (Pre-school).
  - (4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- c. Student teachers should:
- (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.
  - (2) Lead small group instruction (in-person to help with social distancing).
  - (3) Co-teach with cooperating teacher and maintain social distancing.
  - (4) Manage online 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]

The North Haledon Public Schools and Ad-Hoc Committee (Return to School) will work closely with the district health department, and others in municipal and county government to develop district plans that address the ten Critical Areas of Operation. The NJDOE also recommends they address the following critical issues:

- Pandemic Response Team/ Crisis Team
- Scheduling - Virtual Plan, Blended (Hybrid Plan) Intermittent Plan-- insert--  
Live Stream Instruction
- Staffing

The North Haledon School District will accommodate educators teaching both 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. Accommodations of special populations are implemented to ensure the continuity of learning as well as the health and safety of students and staff within the least restrictive learning environment.

Special Education and ELL: Educators will be provided with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. Continue ensuring that students receive individualized supports that meet the requirements of the IEP and 504 Plans.

Medically Fragile Staff: Virtual instruction and Live Stream will be provided for staff who are at greater risk for the impacts of COVID-19. Accommodations will be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

North Haledon Public Schools will provide the following for teaching staff:

- Provide teachers common planning time. (*Building Schedule*)
- District policies are reviewed and confirmed to support in-person and remote instruction. Virtual learning may create privacy challenges which districts and schools have not yet faced. The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
- Secure a steady supply of resources necessary to ensure the safety of students and staff. *Google Drive for resources and curriculum.*
- Schedule supports 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 districts to evaluate instructional activities based on what is developmentally appropriate for each grade band:

**PK-5:** A district's youngest learners will require more structure and an established pace in their learning activities. However, they will also require much more supervision and guidance from an adult. Consider detailed guidance for parents/guardians and include flexibilities that allow for ease in meeting the instructional time requirements.

**Grades 6-8:** As learners become more independent, districts may gradually phase in asynchronous learning activities.

#### Implementation Strategy

- Communication- teachers will establish a single point of contact for information and ensure that it is regularly maintained (*Website*), with outdated information removed to ensure that messaging remains clear to all stakeholders. Communication with building principal with regard to the following:

- *Attendance;*
- *Access to Technology;*
- *Professional Development;*
- *Feedback Loops;*
- *Contingency Plans;*
- *School Personnel*
- *Access to Supports;*
- *Class Schedules;*
- *Accommodations staff and students; and*
- *Learning Management Systems.*

#### **Pandemic Response Team/ Crisis Team Responsibilities:**

- Will oversee each school's implementation of the district's reopening plan, particularly health and safety measures, and providing safety and crisis leadership.
- Will adjusting or amending school health and safety protocols as needed.
- Will provide staff with needed support and training.
- Will review school level data regarding health and safety measures and the presence of COVID19 and reporting that data to the district as required.
- Will develop and implement procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posted by COVID-19.
- Will provide necessary communications to the school community and to the district.
- Will create pathways for community, family, and student voices to continuously inform the Team's decision-making.

<b>District</b>	<b>Memorial School</b>	<b>High Mountain School</b>
<b>Nicholas Coffaro, CSA</b>	<b>Melissa Tait, Principal</b>	<b>Antonella Lind, Principal</b>
<b>Debra Andreniuk Bus. Adm.</b>	<b>Dena Allen, Nurse</b>	<b>Lori Romeo, Nurse</b>
<b>Michele Mazzola, Dir. Curr &amp; SpEd</b>	<b>Kim Tanis, Teacher</b>	<b>Corrie Bouma, Teacher</b>
<b>Melissa Tait, Principal</b>	<b>Kimberly Jacobson, SAC</b>	<b>Veronica Conover, Counselor</b>
<b>Antonella Lind, Principal</b>	<b>Audrey Dean, Social Worker</b>	<b>Cynthia Collins, LDTC</b>
<b>Dena Allen, Nurse</b>	<b>Carrie Rohlf, Teacher</b>	<b>Roseanne Taormina, Teacher</b>
<b>Lori Romeo, Nurse</b>		

**Schedules-** Share with parents four weeks prior to the start of school. Accomplished on July 20, 2020 (letter to families).

## C. Policy and Funding

The COVID-19 pandemic has created a variety of fiscal challenges related to the delivery of instruction and related services to students. Readying facilities, purchasing supplies, and transporting and feeding students will look drastically different in the upcoming school year than in past years. Policy and funding considerations include:

- School Funding
- Purchasing
- Use Reserve Accounts, Transfers and Cash Flow
- Cost- Contracts
- Elementary and Secondary School Emergency Fund-CARES Act
- FEMA
- State School Aid

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.

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#### **D. Continuity of Learning**

Ensuring continuity of learning is critically important during this time of great stress for families, educators, and students. The degree to which districts will be able to return students to brick and mortar education remains uncertain. The North Haledon School District will work closely with our stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are most 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.

With this in mind, the NJDOE recommends districts focus on the following areas when crafting their reopening plans to ensure continuity of learning:

- Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
- Technology and Connectivity
- Curriculum, Instruction and Assessment
- Professional Learning

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

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

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

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
  - a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
  - b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.
  - c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:
    - (1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
    - (2) IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.

- (3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
- (4) IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- (5) The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.
- (6) Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.

## 2. Technology and Connectivity

- a. School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.
- b. Districts should:
  - (1) Conduct a needs assessment.
  - (2) Consider the attendant needs associated with deployment of needed technology, including student and parent 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 ELL levels of engagement and access in an in-person, virtual, or hybrid learning environment.

(3) Assessment

- (a) For the purposes of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
- (b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
- (c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.
- (d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to

support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.

- (e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.
  - (i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

#### 4. Professional Learning

- a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.
- b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.
- c. Professional learning opportunities should be:
  - (1) Presented prior to the beginning of the year;
  - (2) Presented throughout the school year;
  - (3) Presented in order to grow each educator's professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
  - (4) Presented to include the input and collaboration of stakeholders, including all staff, parents, and community members; and
  - (5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.
- d. Mentoring and Induction
  - (1) Induction must be provided for all novice provisional teachers and teachers new to the district.

- (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
- (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
- (4) Mentoring must be provided in both a hybrid and fully remote learning environment.
- (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

e. Evaluation

- (1) School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
- (2) School districts should develop observation schedules with a hybrid model in mind.
- (3) School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
- (4) School districts should consider the School Improvement Panel's (SciP) role in informing professional learning, mentoring, and other evaluation-related activities.
- (5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

5. Career and Technical Education (CTE)

- a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.
- b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.
- c. Guiding Principles

- (1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.
- (2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.

d. Quality CTE Programs

- (1) When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of NJSLS, CTE Core Content Standards, industry certifications, college credit agreements, etc.
- (2) During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.

e. Work-Based Learning

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

f. Career Advisement and Development

Strong career advice 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.

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## **Special Education**

Special Education students will follow the daily schedule of their respective school buildings. Those in Preschool Disabilities, self-contained classrooms, and students who receive out of class replacement for core subject areas will attend school daily for in person instruction and related services. Locations for Preschool Disabilities will either be split into two classrooms, or have cleaning between the AM/PM sessions.

Within teacher and student schedules, wherever possible, teachers will be assigned to remain with the same cohort of students for core subjects, pending highly qualified status. This is in an effort to minimize movement and exposure of students and teachers.

Special education teachers will work in conjunction with general education teachers regarding student needs, gaps in learning, and modifications to curriculum and instruction that may benefit all learners and populations of students. Child Study Team members, particularly the LDTC, will work collaboratively with the teaching staff regarding student needs.

All Special Education Staff will work with the Director of Curriculum, Instruction, Assessment and Student Services regarding criteria for compensatory services for students. This includes for related services and instruction, and spans the entire student population, not isolated to special education students.

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## **Special Subject Areas**

No Special Area Equipment will be shared- in order to maintain safety.

Art and Music will meet in school regarding theory/history only.

All other subjects will be embedded within our single session schedule.

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## **Lunch Program**

Administration will set the distribution and location for all lunch meals. All students will receive lunch meal. Cafeteria will not be utilized for lunch during Phase ONE of our plan.

(See Appendix H)

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### **Health and Safety Procedures (subject to change)**

Screening will occur for students prior to entry into school buildings.

Staff will be screened prior to entry into school buildings.

No visitors will be permitted in either school building.

Isolation rooms will be outside the nurse's office in depart classrooms (one in each school).

All staff and students will wear masks (regardless of 6-ft social distancing mandate).

Remote option (full virtual) is available for families.

Accommodations for staff, if need be, will be provided.

Signage will be provided throughout both school buildings including one-way traffic arrows in hallways.

We will implement hand washing and sanitizing breaks for the student population.

We will continue to work closely with our Borough Health Department, as well as School District Physician (1).

No musical instruments or Art supplies will be utilized (virtual only).

No PE equipment will be utilized.

Cafeteria will be utilized for small group instruction.

Multiple entrances/exits for our school buildings will be utilized to promote social distancing.

Communication between the school district and local Police Department will be ongoing.

While on a continuum and predicated by the Federal, State, and Local governing bodies, we will monitor and update measures/precautions as needed.

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### **Remote Learning/Intermittent Procedures**

In the event our plan will need to be updated during a potential change regarding a Pandemic situation, we will move to full-on Distance Learning.

Our plan is to provide a full day and week of school to our students. Our staff will continue to Live Stream while present in school, as well as record lessons and upload to Google Classroom.

In addition, if safeguards and guidelines do change for the better (let's hope), we can provide social distancing in classrooms at 3 feet (if directive from the state occurs). Other parameters can be provided dependent upon state directives. We are prepared as any pandemic plan is subject to change at any moment.

**APPENDICES**

**Restart and Recovery Plan to Re-open Schools**

**NORTH HALEDON PUBLIC SCHOOLS**

**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
- b. Protocol for High Risk Students

#### Health and Safety

The North Haledon Public Schools is working closely with the Borough Health Department, School Physician and School Nurses regarding health and safety procedures for staff and students. The district will closely follow the CDC guidelines for health and safety measures during the COVID-19 pandemic. Policies and procedures will be in place for the health and safety of all staff and students. In anticipation of the upcoming flu season the district is exploring the possibility of offering a flu clinic to the staff in the Fall.

The North Haledon Public Schools is dedicated to meeting the needs of our High-Risk students and staff as we navigate the return to school. For our High-Risk students, we are offering an enhanced Virtual Learning Program. This remote learning option is designed for families that are unable, or hesitant, to send their children to our reopened school buildings due to family health concerns. This could include medically fragile or vulnerable children, medically fragile or vulnerable family members at home, related mental health conditions, or other medical issues.

Protocol for High Risk Staff Members - The district will engage in the interactive process with staff requesting accommodations due to medical and/or childcare necessity as outlined in the *Family First Coronavirus Response Act* and CDC guidelines. Staff members should consult with the Human Resources Department regarding requests for accommodations and/or leaves of absence.

The district will review staff requests regarding the use of remedies included in the **Families First Coronavirus Response Act**.

- a. Human Resources will establish and disseminate a protocol by which staff members may communicate a request for leave and or an accommodation that may be necessary due to Covid-19 in accordance with FFCRA provisions.

b. In the event that staff members need to make a request to determine their eligibility for a leave, or any other accommodation to facilitate their return to work, they will be instructed to email the Human Resources Department at a dedicated department email address.

c. Once a request has been received, a member of the HR Department will contact the staff member and a virtual meeting will be scheduled, as necessary, to further review the request and facilitate the process to determine if the request is reasonable and may be provided without creating an undue hardship or burden to the district.

Protocol for High Risk Students - Requests for accommodations will be considered based on need and feasibility. Full remote virtual instruction is an option as an alternative to in-person on campus instruction. Parents should consult with their child's building administration, CST case manager, 504 manager, school nurse, etc. regarding their request for student accommodations.

## **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

The North Haledon Public Schools will ensure the physical health and safety of the staff and students through a multi-tiered system of support. Data-based decision making will be an ongoing process to ensure that all students are meeting academic requirements. The I&RS Team, Child Study Team, and/or 504 Team will meet when needed to discuss academic, emotional, and/or behavioral concerns of students. School based counseling and/or behavioral support will be provided when needed in person and/or remote.

The district has contracted with West Bergen Mental Healthcare Center to provide consultation, school clearances, and Parent University programs to provide mental health support to families.

The school physician and school nurses will provide consultation when needed regarding the student's primary health and dental care. Regarding child care agencies, the district will continue to work closely with contracted agencies regarding quality before school and after school child care programs when available to families.

The North Haledon Public Schools has implemented several measures to ensure social distancing in Instructional and Non-Instructional Rooms. At the elementary and middle school levels, student desks will be set six feet apart with half the class present during their assigned A or B Week. We are implementing a hybrid/blended model of instruction which consists of in-person, virtual and live streaming learning experiences. School attendance will be taken as per BOE policy. The A/B weekly rotation of students will limit the number of students in classrooms and the hallways.

The North Haledon Public Schools will follow social distancing guidelines to the maximum extent possible. Face coverings are required for staff and visitors, and worn for students when social distancing is not possible or endangering a child's health. The North Haledon Public Schools will minimize use of shared objects, ensure indoor facilities have adequate ventilation, prepare and maintain hand sanitizing stations, and ensure students wash hands frequently.

All staff and visitors will be required to wear face coverings while on campus/in-district facilities. Students must wear face coverings at all times, unless doing so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities. When 6 ft. social distancing is being maintained, "mask breaks" will be provided periodically by teachers (CDC recommends no more than 15 minutes with masks off/removed). Staff will work with students to build their stamina for mask wearing.

Physical guides and signage will be placed throughout school facilities to help ensure that staff and students remain at least 6 feet apart where possible.

- A. Schools will consider ways in which to stagger passing periods by cohorts in grade level or by class when students must move between classrooms.
- B. When possible, students will be limited to a designated classroom at the elementary level.
- C. Staff, students, and caregivers will be instructed how to maintain DOH/DOE recommended distance from each other while on school grounds.

Staff and students will be encouraged to regularly wash their hands often with soap and water for at least 20 seconds especially after exposure to a common space, or after blowing their nose, coughing, or sneezing.

- I. It's especially important to wash:
  - ✓ Before eating or preparing food
  - ✓ Before touching your face
  - ✓ After using the restroom
  - ✓ After leaving a common space
  - ✓ After blowing your nose, coughing, or sneezing
  - ✓ After handling your cloth face covering
    - ✓ After changing a diaper
    - ✓ After caring for someone sick
    - ✓ After touching animals or pets
- II. Teachers will build in handwashing time during the day.
- III. Hand sanitizer will be available in each classroom for students and staff.
- IV. Students will be instructed on proper handwashing techniques and hand sanitizer use.

Classroom desks will be set up to maximize, when and where possible, the 6' social distancing guidelines. Desks will be set up and arranged facing forward from the walls and inward

where possible.

Schools have removed any unnecessary and no fire-retardant furniture. This includes, but is not limited to, couches, bean bags, gaming chairs, stools, benches, and rugs.

Students will have a space to maintain their personal belongings.

Tables, when needed, can be incorporated into the seating arrangement plan of classrooms.

Sanitizing products will be available for classrooms to use throughout the school day if and when necessary.

Disinfectant wipes will be available in secondary classrooms for students to clean their desk before use, as necessary.

Classroom set-ups and instructional materials will emphasize and reflect the state guidelines that students should not share items, equipment, and/or instructional materials.

Sensory spaces and other specific student need areas:

A. Each school via Pandemic Response Team will evaluate, identify, and determine the necessary spaces, programs, eating/snack schedules and procedures for students that require sensory rooms and/or special diets.

B. Each school and via Pandemic Response Team will identify and determine areas for students to utilize for any school, grade level, program, or individual student need and/or activity.

The North Haledon Public Schools has procured the following with regard to hand sanitizing and hygiene:

- 30 cases can fill 72 dispensers (2 per case) of hand sanitizer in the district. This is 70% alcohol.
- Hand sanitizer manual dispensers in every classroom and office area.
- Intention is to have all hands-free faucets in every restroom in both schools (backordered).
- Touch-free hand sanitizers in all classrooms, as well as near all entrances/exits.
- Touchless hand sanitizers in various areas of school hallways.

## **Appendix C**

### **Critical Area of Operation #3 – Transportation**

The North Haledon Public Schools do not provide busing for community unless an Individualized Education Plan (IEP) warrants contracted busing regarding program placement (Out-of-District programming).

North Haledon School District is a walking district. Compliance as to face mask requirements on Special Education route, though, will be mandatory. Appropriate accommodations will be implemented as needed. All students are required to wear face coverings while on the bus. This includes while boarding and disembarking the bus. Requests for exemptions for medical reasons will require appropriate medical documentation and review by district administration and the district school physician.

The district is requiring contracted transportation providers to clean and sanitize seats, rails and highly touched surfaces before each run. The district shall collaborate with the contracted service provider to develop these procedures and ensure that they are consistently followed; a checklist may be developed to ensure compliance. The contracted service provider shall collaborate with the district in establishing cleaning/sanitation protocols that are consistent with social distancing practices. The contracted service provider shall ensure that employees are fully trained in the implementation of the established protocols. All personnel responsible for cleaning school buses shall document the cleaning/sanitizing measures taken. Personnel are required to:

- Demonstrate an understanding of the established protocols that must be taken to properly clean and sanitize the bus; and to provide a certification that, before the route commenced, the required process was completed as required.

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

#### Student Flow, Entry, Exit, and Common Areas

The North Haledon Public Schools is currently changing its entry and exit plans for each school to emphasize social distancing.

- Physical guides, such as tape on floors or sidewalks and signs on walls, will be utilized to help ensure that staff and students remain at least 6 feet apart.
  - We will work to minimize interaction between students during arrival and dismissal times.
  - Establish separate entrances and exits to school facilities where possible. Front and rear doors of both schools will be utilized (For visitation purposes, the front doors are considered main entrance/exit of each school).
- I. Memorial School (two levels)  
*PreK to Grade 2... Front Door (located on first floor)*  
*Grades 3 & 4... Rear Door (located at second floor)*
  - II. High Mountain School (one level)  
*Grades 5 & 7... Front Door*  
*Grades 6 & 8... Rear Door*

Students will enter both schools in the most accommodating way to access their homeroom/first period classroom. Exiting both schools, students will have access to same doors as entry (and nearest homeroom/last period classroom).

- Create “one-way routes” in hallways when possible. Main Office and Nurses Office share hallway in both schools (considered the Main Hallways of each building). Only during entry and exit of both schools will this hallway indicate one-way flow. During the school

day, we will need the main hall of each school to be identified as two-way with flow at a minimum.

- Signage around the buildings including bathrooms from CDC guidelines.
- Student desks are set six feet apart when possible to meet social distancing guidelines.

## Appendix E

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

#### Health Procedures for return to school:

School Nurses and Personnel will monitor temperature scans as students will enter the building. Staff will undergo temperature screening upon entry into building. School Nurses will collect data.

Frontline - Data - Review of data sent by parents and staff every morning on App/computer. Paper copies of the daily screening form will be provided to staff and parents/guardians who notify the school that they do not have access to a cell phone and/or home printer.

- Review flagged students who may have symptoms reported by parents.
- Review which parents did not fill out the survey but the student is in school. When staff and students arrive at school without proof of daily screening completion, parents will be contacted and given the opportunity to complete the screening. Space will be designated at each school where the student will wait while the parent is contacted.

If a student presents to the teacher that he/she does not feel well, the teacher should call the Health office to notify the nurse. The nurse will then instruct the teacher to send the student to the isolation room, not the Health Office! The nurse will meet students in the isolation room for evaluation.

- Once the nurse evaluates students and determines they need to go home, parents will be contacted for student pick up. Symptoms include; Temp 100 or higher, Fever or chills, Cough, 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.
- When the parent arrives, the nurse is notified by the secretary, and the nurse (or staff member) will bring the student to the main foyer (or designated exit) to meet the parent after signing the student out.
- Parents will be verbally reminded that a doctor's note is needed for students to return to school. (Student/staff will be readmitted to school per DOH guidance and information for schools and the Department of Health guidance.)
- Students/staff sent home with symptoms related to COVID-19 who wish to return to school before the end of an isolation period must present: proof of a negative COVID test, medical note with alternate diagnosis, and be fever free for 24 hours without fever-reducing medication in order to return to school. Alternatively, the NJDOH discontinuation of isolation test-based strategy may be used.

If a staff member becomes ill while at school, they should call the Nurse and Nurse will meet them in the isolation room. The nurse will notify the administration of the need for teacher coverage.

The current Health offices will be used only for medications, first aid, and injuries.

- Per the Asthma and Allergy Foundation of America, MDI's are recommended during school hours at this time, for respiratory treatments. If nebulizers are required it must be administered in an Isolation room with appropriate precautions.

If a parent wants their high-risk student to attend school in person, a note from the student's doctor is required.

If a parent states that a student cannot wear a mask during the day for medical reasons, a note from the student's doctor is needed.

If a student or staff tests positive for COVID-19, North Haledon Health Department and Dr. Tirri will be consulted.

- If the North Haledon School District becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials must immediately notify local health officials, as well as staff and families as appropriate, of a confirmed case while maintaining confidentiality.
- Upon notification that a student or staff member has tested positive for COVID-19, the local health department will work in conjunction with the school nurses and trained contact tracers to determine the close contacts of the individual.

CDC currently recommends that parents be strongly encouraged to monitor their children for signs of infectious illness daily.

If a nurse is not available, one nurse will have to cover both buildings. Sick students will have to remain in an isolation room until the nurse is available to assess the situation.

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

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

- Masks will be required for all staff, students and visitors who enter and remain in the school building. All are required to wear masks/face coverings during the entire school day.
- Families will be asked to provide their child with an appropriate mask for each day of school.
- The district will have additional PPE to issue to students if they do not have an appropriate mask, if their mask gets wet or dirty, or if they do not have access to PPE.
- The district will seek opportunities, particularly at the elementary school level during outdoor learning experiences and/or Physical Education classes, to give students socially distanced mask breaks.
- If a student or staff member becomes sick they will report to the nurse's office or in the designated isolation area.
- If a student or staff member tests positive for COVID-19 the district will be in consultation with the North Haledon Borough Health Department for contact tracing and protocols of Passaic County.

1. Screening Procedures for Students and Staff:

a. Staff and student's parent/guardian must complete a daily screening for each student which includes a daily screening survey with temperature check prior to the start of instruction each day.

b. Every staff member and student must provide proof of daily screening completion each day prior to the start of instruction to designated school personnel. All staff and students will be screened as they enter the school building as well.

c. Paper copies of the daily screening form will be provided to staff and parents/guardians who notify the school that they do not have access to a cell phone and/or home printer.

d. When staff and students arrive at school without proof of daily screening completion, parents will be contacted and given the opportunity to complete the screening. A space will be designated at each school where the student will wait while the parent is contacted.

e. Any staff or student appearing ill upon entry may be rescreened by school personnel.

2. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. All district schools will follow current Communicable Disease Service guidance for illness reporting.

a. Each school will have a designated isolation space where students and staff with symptoms related to COVID-19 will be safely isolated from others.

b. Any staff or student at risk for COVID19 exposure or symptoms will be sent home immediately. Parent/guardian will be notified and it is expected that parent/emergency contact will pick up within 30 minutes.

- I. Parent/guardian/emergency contact will be notified.
- II. The students will remain in the designated isolation space with continued supervision, monitoring, and care until picked up by an authorized adult.
- III. After being identified with COVID-19 related symptoms students must wear a mask while on school grounds and waiting to be picked up.
- IV. Students will be released to parent/guardian/emergency contact via designated school exit (staff to walk to exit).
- V. 911 will be called in emergency situations.
- VI. Staff members identified with COVID-19 related symptoms will leave school grounds immediately via designated exit.
- VII. If a staff member is awaiting pick up, they will:
  1. Remain in designated isolation space with continued supervision, monitoring, and care until picked up.
  2. Wear a mask while on school grounds.
  3. Leave via designated school exit.
- VIII. 911 will be called in emergency situations.

#### Other Health Guidelines and Measures

- All symptomatic students and staff will be advised to seek medical care.
- Those reporting positive results for COVID-19 or having close contacts positive for COVID-19 will follow NJDOH isolation and quarantine guidelines as applicable.
- Remote virtual instruction will be available for students following isolation/quarantine protocol.
- Attendance procedures will include excused absences for students who are too ill to participate in virtual instruction, with appropriate medical documentation.

- Staff members following isolation/quarantine protocol will refer to human resources regarding alternate assignment and/or exclusion from work.
- Current communicable disease guidance for illness reporting will be followed.
- Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance will be implemented.
- Student/staff will be readmitted to school per DOH guidance and information for schools and Department of Health guidance.
- Students/staff sent home with symptoms related to COVID-19 who wish to return to school before the end of an isolation period, must present proof of a negative COVID test, medical note with alternate diagnosis, and be fever free for 24 hours without fever reducing medication in order to return to school. Alternatively, the NJDOH discontinuation of isolation test based strategy may be used.
- Positive screenings will be documented per health office communicable illness protocol and current communicable disease guidance for illness reporting followed.
- Face covering guidelines for staff, students and visitors are as follows:
  - a. 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.
  - b. Students must wear face coverings at all times, unless doing so would inhibit the student's health.
  - c. Enforcing the use of face coverings may be impractical for young children or individuals with disabilities. Accommodation for students who are unable to wear a face-covering will be addressed by the building administration and school nurse according to that student's need and in accordance with all applicable laws and regulations.
  - d. Additional exceptions to wearing a face-covering include:
    - The individual is in extreme heat outdoors.
    - A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), which precludes the use of face covering.

The district has purchased the following Personal Protective Equipment (PPE) for use this fall:

12,400 3 ply disposable masks;  
 75 infrared thermometers;  
 105 face shields for staff;  
 100 disposable non-surgical gowns; and  
 500 washable face masks for staff (5 per staff member so they have for week and then can wash on weekend).

## **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.

Frontline School Health Management System Mobile App will ensure ongoing safety in our schools for contact tracing. This app will provide students and staff to perform daily health checks giving us timely data information. School nurses and the local health department will coordinate efforts if a staff or student become ill.

If the North Haledon School District becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials must immediately notify local health official, as well as staff and families as appropriate, of a confirmed case while maintaining confidentiality. District physician (Dr. Carmelina Tirri of Oakland, at 201-487-3957) will be contacted as well.

Contact person for the North Haledon Health Department is Mr. Angelo Cifaldi, Director, at 973-427-0543.

Upon notification that a student or staff member has tested positive for COVID-19, the local health department will work in conjunction with the school nurses and trained contact tracers to determine the close contacts of the individual.

- a. All close contacts will be called and health department recommendations to quarantine will be advised.
- b. A close contact is defined as being within 6 ft. for a period of at least 10 minutes with or without a mask.

## **Appendix G**

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

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

The health and safety of our staff and students is our utmost importance. During this challenging time of fear and uncertainty, we are continually looking at ways to keep our buildings safe for staff, students, and the public. We have increased our cleaning and disinfecting procedures to accommodate the great task involved in keeping our buildings clean and safe for others. The North Haledon Board of Education has cleaning procedures in place. Custodians are being trained on how to use new chemicals and equipment. They are being trained on how to keep themselves safe as well as others.

The main products we use are EnviroSolutions - they are green seal certified, safe and effective to use in schools. Specifically, we use ES72H - a hydrogen peroxide based cleaner and ES64H a neutral disinfectant. We first clean with the 72h followed by the disinfectant, 64h. These products can be used on all surfaces including floors, glass, plumbing fixtures, etc.

There are other chemicals we use when needed such as ES75 which is a heavy-duty cleaner/degreaser - this is something that is used when it is specially called for (cleaning kitchens, etc.). We are in the process of vetting some electrostatic sprayers for use in our schools.

In addition, the following are other health safeguards and precautionary measures:

- Adhere to current cleaning procedures and any new specific requirements of local health departments as they arise, with emphasis on regularly sanitizing frequently touched areas.
- Frequently touched areas include: desks, chairs, lunch tables, lunchroom chairs, door handles and push plates, handrails, kitchens, bathrooms, light switches, handles on equipment (i.e., athletic equipment), vending machine buttons, elevator buttons, telephones, desktops, computer keyboards and mice, drinking fountains, bus seats, bus seat belts, and bus windows.
- Procedural Manual has been developed establishing cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used.
- Sanitizing checklists.
- Bathrooms must be sanitized at least daily, and ideally as often as possible between uses.

As stated in the BOE policy our indoor facilities have adequate ventilation, including operational heating, and ventilation systems where appropriate. Recirculated air must have a fresh air component. Open windows must be available if air conditioning is not provided and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.

### CUSTODIAL CLEANING GUIDELINES & PROCEDURES

For facts and procedures on COVID-19 visit <https://www.cdc.gov/coronavirus> Getting the facts about COVID) When and How to Wash Your Hands, Social Distancing, and How COVID-19 Spreads, etc.

The Custodial Staff is responsible for the cleanliness of the buildings.

The cleanliness of the Facilities, as well as the quality of the work being performed by the Custodial Staff is judged everyday by all who enter the buildings based on the appearance of three locations;

Entrances, Floors, and Rest Rooms.

In addition, the following are Guidelines and Precautionary Measures from the CDC Website:

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-covid-spreads.htm> Coronavirus Disease 2019 (COVID-19)

How COVID-19 Spreads  
Updated June 16, 2020

COVID-19 is thought to spread mainly through close contact from person-to-person. Some people without symptoms may be able to spread the virus. We are still learning about how the virus spreads and the severity of illness it causes.

#### **The virus is thought to spread mainly from person-to-person.**

- Between people who are in close contact with one another (within about 6 feet).
- Through respiratory droplets produced when an infected person coughs, sneezes, or talks.
- These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
- COVID-19 may be spread by people who are not showing symptoms.

How easily a virus spreads from person-to-person can vary. Some viruses are highly contagious, like measles, while other viruses do not spread as easily. Another factor is whether the spread is sustained, which means it goes from person-to-person without stopping.

**The virus that causes COVID-19 is spreading very easily and sustainably between people.**

Information from the ongoing COVID-19 pandemic suggests that this virus is spreading more efficiently than influenza, but not as efficiently as measles, which is highly contagious. In general, the more closely a person interacts with others and the longer that interaction, the higher the risk of COVID-19 spread.

### **The virus may be spread in other ways**

It may be possible that a person can get COVID-19 by touching a surface or object that has the virus on it and then touching their own mouth, nose, or possibly their eyes. This is not thought to be the main way the virus spreads, but we are still learning more about how this virus spreads. Spread between animals and people

- At this time, the risk of COVID-19 spreading from animals to people is considered to be low. Learn about [COVID-19 and pets and other animals](#).
- It appears that the virus that causes COVID-19 can spread from people to animals in some situations. CDC is aware of a small number of pets worldwide, including cats and dogs, reported to be infected with the virus that causes COVID-19, mostly after close contact with people with COVID-19. Learn what you should do [if you have pets](#).

### **Protect yourself and others**

The best way to prevent illness is to avoid being exposed to this virus. You can take steps to slow the spread.

- [Maintain good social distance](#) (about 6 feet). This is very important in preventing the spread of COVID-19.
- [Wash your hands](#) often with soap and water. If soap and water are not available, use a hand sanitizer that contains at least 60% alcohol.
- [Routinely clean and disinfect](#) frequently touched surfaces.
- Cover your mouth and nose with a [cloth face covering](#) when around others.

Learn more about what you can do to [protect yourself and others](#).

FROM THE CDC WEBSITE

<https://www.cdc.gov/handwashing/when-how-handwashing.html>

### **Handwashing: Clean Hands Save Lives**

#### **When and How to Wash Your Hands**

During the Coronavirus Disease 19 (COVID-19) pandemic, [keeping hands clean is especially important to help prevent the virus from spreading](#).



**Handwashing is one of the best ways to protect yourself and your family from getting sick. Learn when and how you should wash your hands to stay healthy.**

### How Germs Spread

Washing hands can keep you healthy and prevent the spread of respiratory and diarrheal infections from one person to the next. Germs can spread from other people or surfaces when you:

- Touch your eyes, nose, and mouth with unwashed hands
- Prepare or eat food and drinks with unwashed hands
- Touch a contaminated surface or objects
- Blow your nose, cough, or sneeze into hands and then touch other people's hands or common objects

### 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

**During the COVID-19 pandemic, you should also clean hands:**

- After you have been in a public place and touched an item or surface that may be frequently touched by other people, such as door handles, tables, gas pumps, shopping carts, or electronic cashier registers/screens, etc.
- Before touching your eyes, nose, or mouth because that’s how germs enter our bodies.

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.

**Why? Read the science behind the recommendations.**

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.

FROM THE CDC WEBSITE

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>

Coronavirus Disease 2019 (COVID-19)

Social Distancing

Keep a Safe Distance to Slow the Spread.

Updated July 15, 2020

Limiting close face-to-face contact with others is the best way to reduce the spread of coronavirus disease 2019 (COVID-19).

What is social distancing?

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.

Why practice social distancing?

COVID-19 spreads mainly among people who are in close contact (within about 6 feet) for a prolonged period. Spread happens when an infected person coughs, sneezes, or talks, and droplets from their mouth or nose are launched into the air and land in the mouths or noses of people nearby. The droplets can also be inhaled into the lungs. Recent studies indicate that people who are infected but do not have symptoms likely also play a role in the spread of COVID-19. Since people can spread the virus before they know they are sick, it is important to stay at least 6 feet away from others when possible, even if you—or they—do not have any symptoms. Social distancing is especially important for people who are at higher risk for severe illness from COVID-19.

If you are sick with COVID-19, have symptoms consistent with COVID-19, or have been in close contact with someone who has COVID-19, it is important to stay home and away from other people until it is safe to be around others.

COVID-19 can live for hours or days on a surface, depending on factors such as sunlight, humidity, and the type of surface. It may be possible that a person can get COVID-19 by touching a surface or object that has the virus on it and then touching their own mouth, nose, or eyes. However, this is not thought to be the main way the virus spreads. Social distancing helps limit opportunities to come in contact with contaminated surfaces and infected people outside the home.

Although the risk of severe illness may be different for everyone, anyone can get and spread COVID-19. Everyone has a role to play in slowing the spread and protecting themselves, their family, and their community. In addition to practicing everyday steps to prevent COVID-19, keeping space between you and others is one of the best tools we have to avoid being exposed to this virus and slowing its spread in communities.

Tips for Social Distancing

When going out in public, it is important to stay at least 6 feet away from other people and wear a cloth face covering to slow the spread of COVID-19. Consider the following tips for practicing social distancing when you decide to go out.

- **Know Before You Go:** Before going out, know and follow the guidance from local public health authorities where you live.

- **Prepare for Transportation:** Consider social distancing options to travel safely when running errands or commuting to and from work, whether walking, bicycling, wheelchair rolling, or using public transit, rideshares, or taxis. When using public transit, try to keep at least 6 feet from other passengers or transit operators – for example, when you are waiting at a bus station or selecting seats on a bus or train. When using rideshares or taxis, avoid pooled rides where multiple passengers are picked up, and sit in the back seat in larger vehicles so you can remain at least 6 feet away from the driver. Follow these additional tips to protect yourself while using transportation.
- **Limit Contact When Running Errands:** Only visit stores selling household essentials in person when you absolutely need to, and stay at least 6 feet away from others who are not from your household while shopping and in lines. If possible, use drive-thru, curbside pick-up, or delivery services to limit face-to-face contact with others. Maintain physical distance between yourself and delivery service providers during exchanges and wear a cloth face covering.
- **Choose Safe Social Activities:** It is possible to stay socially connected with friends and family who don't live in your home by calling, using video chat, or staying connected through social media. If meeting others in person (e.g., at small outdoor gatherings, yard or driveway gathering with a small group of friends or family members), stay at least 6 feet from others who are not from your household. Follow these steps to stay safe if you will be participating in personal and social activities outside of your home.
- **Keep Distance at Events and Gatherings:** It is safest to avoid crowded places and gatherings where it may be difficult to stay at least 6 feet away from others who are not from your household. If you are in a crowded space, try to keep 6 feet of space between yourself and others at all times, and wear a cloth face covering. Cloth face coverings are especially important in times when physical distancing is difficult. Pay attention to any physical guides, such as tape markings on floors or signs on walls, directing attendees to remain at least 6 feet apart from each other in lines or at other times. Allow other people 6 feet of space when you pass by them in both indoor and outdoor settings.
- **Stay Distanced While Being Active:** Consider going for a walk, bike ride, or wheelchair roll in your neighborhood or in another safe location where you can maintain at least 6 feet of distance between yourself and other pedestrians and cyclists. If you decide to visit a nearby park, trail, or recreational facility, first check for closures or restrictions. If open, consider how many other people might be there and choose a location where it will be possible to keep at least 6 feet of space between yourself and other people who are not from your household.

Many people have personal circumstances or situations that present challenges with practicing social distancing to prevent the spread of COVID-19. Please see the following guidance for additional recommendations and considerations

## 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.

**Meals** - Food Services and Distribution- North Haledon Public Schools in collaboration with Machios Food Service, will prepare bagged lunches on a daily basis to all students.

As per the directive from the Department of Agriculture, North Haledon School District will offer a school lunch to all students. This applies to students both on hybrid model and full remote. The way it will work is as follows:

Requests for lunches for the following week will be due by the Thursday before.

The "To Go Lunch" will be delivered to the classroom prior to dismissal for the day. Please note that meals purchased for Fridays will be delivered on Thursdays.

Students who are home on remote, will also place their order for the week on the Thursday before. The remote student meals will be delivered on Monday morning and parents will be required to pick up the weeks' worth of meals on Monday morning between the hours of 9 am and 10 am outside of High Mountain School. **High Mountain School will be the place for remote lunch pick up for the whole district.**

The preferred method of payment is to use Mealtime. It can be accessed on our district website. The link is also provided here: <https://www.mymealtime.com/>.

Please complete the attached, one question survey indicating your interest in purchasing these lunches to help us gauge how many lunches will need to be prepared weekly. Thank you in advance.

Survey link: <https://forms.gle/qx7uxiMxutkrKghx9>

If you have any questions, please contact our Business Administrator, Ms. Debra Andreniuk at [dandreniuk@nhschools.net](mailto:dandreniuk@nhschools.net).

## 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.

As schools prepare to create new models for learning amid the COVID-19 pandemic, supporting students' physical, mental, social, and emotional health is paramount. Physical education teachers are trained and equipped to teach students how to develop the ability, confidence, and desire to be physically active for life. Physical activity has been shown to:

- Decrease stress and anxiety
- Increase focus and attention
- Improve self-esteem, academic performance, and fitness levels
- Prevent injury and disease

North Haledon Public Schools will place a strong focus on physical distancing activities such as walking, yoga, pilates, Zumba and strength training by using the outdoors when possible. The District's Physical Education learning spaces such as locker rooms will remain closed and students will be encouraged to wear or bring comfortable footwear to participate in physical education classes with no changes required.

#### Elementary recess procedures:

Playground equipment will not be used by students during the school day until such time as NJDOE cleaning protocols of playground equipment are relaxed.

If and when playground equipment is opened for use, a schedule will be created for small group/cohort use. Equipment will be disinfected/sanitized scheduled throughout the school day.

There will be no use of equipment during the school day.

Schools will use open space/fields for recess. Staggered times throughout the school day for students to have recess will be established by each school.

Pandemic Response Team will create a staggered schedule and procedure on how and when students will wash their hands upon returning from recess.

Physical Education instruction protocols:

HMS Middle School will restrict the use of locker rooms for students. Locker rooms will be closed during the school day.

Students are to come to school dressed in clothes appropriate for participation in physical activity with sneakers or comfortable shoes as determined by the Pandemic Response Team and PE Department.

During designated times to be determined by school PRT, students will be encouraged to use deodorant or other hygiene products.

Pandemic Response Team and PE Department will create a staggered schedule and procedure on how and when students will wash their hands upon returning to the building from outside activity or at the end of class if they were participating in indoor activities.

Each school will eliminate shared equipment in the physical education setting. The physical education department will create and establish lessons and activities that do not require the use of PE equipment.

## **Appendix J**

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

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

As suggested by the CDC, we have canceled field trips, assemblies, and other large gatherings. Canceled or modified classes where students are likely to be in very close contact.

During Phase ONE of our plan, our facilities will not be utilized for any outside agencies/groups.

The North Haledon School District does not have school athletic teams.

Any extra-curricular activities or clubs, such as Homework Club, STEAM Club, Digital Photography, and any new activities or clubs to start, will occur only occur in a virtual manner.

## **Appendix K**

### **Academic, Social, and Behavioral Supports**

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

The North Haledon Public Schools will ensure the physical health and safety of the staff and students through a multi-tiered system of support. Data-based decision making will be an ongoing process to ensure that all students are meeting academic requirements. The I&RS Team, Child Study Team, and/or 504 Team will meet when needed to discuss academic, emotional, and/or behavioral concerns of students. School based counseling and/or behavioral support will be provided when needed in person and/or remote.

The district has contracted with West Bergen Mental Healthcare Center to provide consultation, school clearances, and Parent University programs to provide mental health support to families.

The school physician and school nurses will provide consultation when needed regarding the student's primary health and dental care. The district will continue to work closely with the all contracted child care agencies regarding quality after school child care programs that will be available to families. For further resources, please see the link in the resource section of this document.

In each of our schools we provide a systematic approach to prevention, intervention, and enrichment in grades PK-8 for academics and behavior. The I&RS teams offer teachers and the North Haledon community a mechanism to identify individual students who need extra support. Through I&RS, staff collaborates with parents to meet the academic and behavioral needs of students. Annually, student assessment data is reviewed to establish students who are not meeting expectations and provide additional support through the school counselors, math and reading specialists, SGI Small Group Interventions, early prevention, and those who qualify for ELL services.

## **Appendix L**

### **Restart Committee**

The North Haledon School District should include in Appendix L the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.1.

This Restart and Recovery Plan provides educators and administrators with the information necessary to ensure that our schools reopen safely and are prepared to accommodate students' unique needs during this unprecedented time.

#### **Committee Members**

Board of Education: President: Michael Colli; Vice-President: Lucy DeNova  
Members: Louis Colli; Jeremy Serfozo

District Administration: Superintendent: Nicholas Coffaro; Business Administration: Debra Andreniuk; Director of C.I.A. and Special Education: Michele Mazzola

School Administration: Memorial School Principal (PK to Grade 4): Melissa Tait;  
High Mountain School Principal (Grade 5 to Grade 8): Antonella Lind

NHEA Co-Presidents: Roseanne Taormina; Carrie Rohlf

Nurses: Memorial School: Dena Allen; High Mountain School: Lori Romeo  
Teachers: Kim Tanis, Corrie Bouma, Vanessa Talerico, and Cynthia Collins (CST)  
Parent Representatives: Dina Bracigliano-O'Donnell, Joseph Mannino, and Michael Jacobs

Town Council Education Liaison: Rocco Luisi

PTO President: Heather LaCognata

NHEF President: Heather Davidson

Borough Health Department: Angelo Cifaldi

District Physician: Dr. Carmelina Tirri

## **Areas of Focus:**

1. **Social Emotional/ Medical-** Nicholas Coffaro, Melissa Tait, Antonella Lind, Michele Mazzola, Dena Allen, Lori Romeo, Veronica Conover, and Kimberly Jacobson.
2. **Finance, Operations and Technology-** Nicholas Coffaro, Debra Andreniuk, Marybeth Miller, Brian Zinn, Todd Buggeln, Michele Mazzola, Melissa Tait, Antonella Lind, Michael Colli, Lucy DeNova, Steve Karecki, and Amy Guido.
3. **Personnel, Governance and Operations-** Nicholas Coffaro, Debra Andreniuk, Christine Casano, Michele Mazzola, Melissa Tait, Antonella Lind, Michael Colli, Lucy DeNova, Louis Colli, Susanne Brock, and Cherie Van Zile.
4. **Reopening/ Scheduling-** Nicholas Coffaro, Debra Andreniuk, Michele Mazzola, Melissa Tait, and Antonella Lind.
5. **Community Outreach-** Nicholas Coffaro, Melissa Tait, Antonella Lind, Michele Mazzola, Michael Colli, Cherie Van Zile, Jeremy Serfozo, Susanne Brock, Heather LaCognata, Heather Davidson, and Roseanne Taormina.
6. **Facilities-** Nicholas Coffaro, Debra Andreniuk, Aramark/Glen Rock (shared custodial services, Cathy Alleyne), Melissa Tait, Antonella Lind, Michael Colli, Lucy DeNova, and Amy Guido.

**Health and Safety-** Nicholas Coffaro, Dena Allen, Lori Romeo, Chief Darby, Angelo Cifaldi, Debra Andreniuk, Cathy Alleyne, Melissa Tait, Antonella Lind, Michele Mazzola, and Michael Colli.

## Appendix M

### Pandemic Response Teams

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

**Pandemic Response Teams:**

- Will oversee each school’s implementation of the district’s reopening plan, particularly health and safety measures, and providing safety and crisis leadership.
- Will adjusting or amending school health and safety protocols as needed.
- Will provide staff with needed support and training.
- Will review school level data regarding health and safety measures and the presence of COVID19 and reporting that data to the district as required.
- Will develop and implement procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posted by COVID-19.
- Will provide necessary communications to the school community and to the district.
- Will create pathways for community, family, and student voices to continuously inform the Team’s decision-making.

District	Memorial School	High Mountain School
Nicholas Coffaro, CSA	Melissa Tait, Principal	Antonella Lind, Principal
Debra Andreniuk, BA	Dena Allen, Nurse	Lori Romeo, Nurse
Michele Mazzola, Dir. Curr & SpEd	Kim Tanis, Teacher	Corrie Bouma, Teacher
Melissa Tait, Principal	Kimberly Jacobson, SAC	Veronica Conover, Counselor
Antonella Lind, Principal	Audrey Dean, Social Worker	Cynthia Collins, LDTC
Dena Allen, Nurse	Carrie Rohlf, Teacher	Roseanne Taormina, Teacher
Lori Romeo, Nurse		

The North Haledon Public Schools Restart Committee will work closely with the District's Pandemic Response Teams, health departments, and others in municipal and county government to develop district plans that address the ten Critical Areas of Operation.

**Special Education and ELL:** Educators will be provided with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. Continue ensuring that students receive individualized supports that meet the requirements of the IEP and 504 Plans.

**Medically Fragile Staff:** Virtual instruction and Live Stream will be provided for staff who are at greater risk for the impacts of COVID-19. Accommodations will be made for staff with health issues which are exacerbated by viewing content on screens for an extended period

Accommodations of special populations are implemented to ensure the continuity of learning as well as the health and safety of students and staff within the least restrictive learning environment.

## Appendix N

### Scheduling of Students

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

- a. School Day
- b. Educational Program

### **Expectations Regarding Full Time Remote Learning Options for Families in 2020-2021**

North Haledon will continue to follow the NJDOE guidelines for learning options.

- **Unconditional Eligibility for Full Time Remote Learning** -All students are eligible for full time remote learning; eligibility cannot be conditioned on a family/guardian demonstrating a risk of illness or other selective criteria. This includes students with disabilities who attend in-district schools or receiving schools.
- **Procedures for Submitting Full Time Remote Learning Requests-**
  - Clearly define deadlines for submitting a request and district's expected timeline for approving requests.
  - Identify points of contact for questions and concerns;
  - Clearly describe information or documentation that the family/guardian must submit with their request. In accordance with #1 above, such documentation shall not exclude any students from the school's full-time remote learning option, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of successful remote learning.
  - For students with disabilities, districts must determine if an IEP meeting or an amendment to a student's IEP is needed for full time remote learning.
- **Scope and Expectations of Full Time Remote Learning**-A student participating in the board's fulltime remote learning option must be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in district programs (e.g. students participating in a hybrid model). full time remote learning must adhere to length of school day requirements pursuant N.J.A.C. 6A:32-8.3, local attendance policies, and any other local policies governing delivery of services to, and district expectations of, students participating in remote programs and their families.
- **Procedures to Transition from Fulltime Remote Learning to In-Person Services-**
  - Definition of the minimum amount of time a student must spend in full time remote learning before being eligible to transition to in-person

services. This will allow families/guardians to make the arrangements needed to effectively serve students' home learning needs and will support educators in ensuring continuity of instruction.

- It is important to clearly define procedures that a family/guardian must follow to submit a request to transition from fulltime remote learning to in-person services, including any relevant timelines, points of contact for questions and concerns, and information or documentation that must accompany a request.
- Definition of the specific student and academic services that will accompany a student's transition from fulltime remote learning to in-person learning to better assist families/guardians anticipate their students' learning needs and help educators maintain continuity of services. School districts that offer Pre-K should consult their Pre-K curriculum providers regarding appropriate measures to assess a Pre-K students' learning progress during the transition from fulltime remote learning to in-person learning.
- **Reporting-** Data will include the number of students participating in full time remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners.
- **Procedures for Communicating District Policy with Families-** Clear and frequent communication with families/guardians, in their home language, to help ensure that this important flexibility is as readily accessible as possible.

### **Schedules:**

Schedules support a combination of synchronous and asynchronous instruction which allow for contact time between educators and their students, as well as time for students to engage with their peers. Instructional activities are based on what is developmentally appropriate for each grade band:

**Grades PK-5:** Our district's youngest learners will require more structure and an established pace in their learning activities.

**Grades 6-8:** As learners become more independent, the district may gradually phase in asynchronous learning activities during our phases.

### **Phase One In-Person Hybrid Learning Model:**

We will begin the reopening of school with our Phase One In-Person Hybrid Model described below. Given the fluid nature of the current health crisis, we anticipate that our Learning Model will continue to evolve and may change as the school year progresses and

we receive further guidance from the NJDOE/State and CDC.

The North Haledon School District will begin the 20-21 school year with the HYBRID Model as both schools will group their respective enrollment into 2-Groups... GREEN and YELLOW. Our weeks will be identified as A and B weeks.

We will begin PHASE I of our plan in September with a revisit and assessment to our plan mid-October (or possibly sooner if extenuating circumstances arise).

## PHASE I

Single Session days with each group reporting in the AM;

Alternating Weeks (One group will report to school while another group will be remote learn);

Lunch will be provided to those who require (at dismissal) as no lunch will be served in cafeteria during the school day;

Snack time may be provided for Primary Grades (will remain in respective classrooms);

PM Session would include remote instruction for all students (teacher will utilize this time as to class reinforcement of lessons, as well as closing the GAP as to the 4th MP during the 19-20 school year);

Instrumental, Choir, and Art will be virtual (Art and Music Theory/History will occur in a physical manner during AM session);

PreK Disability Program will report daily (split group in AM session);

All Self-Contained, Pull-out Replacement (ELA/Math), and ELL students/classes will report to school daily with only remote learning occurring during PM Session, as well as Virtual Fridays.

Every Friday will be Remote Learning for *all students*. Time will be utilized to fulfill Special Subject area requirements and mandates. Closing the gap in terms of March 2020 to June 2020 quarantine period with regard to all students will occur during this all virtual school day session as well.

- We will ensure that multiple children from the same family have the same A/B weekly schedule for in-person learning.
- Group/Cohort (GREEN and YELLOW) classification will be made available to families TWO WEEKS prior to school opening date.
- All Students (Pre-K- 8) will continue to have a personal school-issued

computer for use at home.

- Special Education programming will be based on each child's IEP and may include supplemental and extended programming.

On their assigned A/B at-home instruction week, students will be home for virtual synchronous instruction via live stream during classroom time, and then receive afternoon virtual instruction for their small group learning support and/or special area classes via Google Meet.

For families that prefer to have their child(ren) receive instruction at home only, they will participate remotely each day via live stream during classroom time, and then receive afternoon virtual instruction for their small group learning support and/or special area classes via Google Meet.

### **Virtual Model/Live Streaming:**

This model will be different from the virtual/remote learning that was used during this past spring. Virtual learning will include scheduled synchronous learning, live interaction with teachers, and mandatory participation times for those students who will not be attending the hybrid in person model. Should families choose, students have the option to learn remotely each day rather than in person. Additional information will be forthcoming to plan for a fully remote school (Intermittent Plan), should the need arise, once again. Those plans are well underway and will include more virtual interaction between students and teachers than we had this past spring. We must all be prepared for changing conditions.

### **Ensuring the Delivery of Special Education and Related Services to Students with Disabilities:**

- The district will continue to meet their obligations to students with disabilities to the greatest extent possible.
- The administration, school nurse, and case manager will work closely with the in district and out of district families of medically fragile children to make sure precautions are taken before the student's return to the school building.
- The IEP team will review student data/student progress including goals and objectives to determine whether critical skills were lost during the period in which remote instruction was provided. Special Education teachers will support students in each area of concern.
- At the reopening of school Special Education services will take place in person and remote.
- The IEP team including the Speech/Language Therapist, Physical Therapist, Occupational Therapist, School Counselor, and/or Behaviorist will review whether critical skills in the area of related services were lost during the period in which remote instruction was provided. This will include the review of goals and objectives. The related service provider will provide support in each area of concern.

- At the reopening of school Speech/Language Therapy, Physical Therapy, Occupational Therapy, School Based Counseling, and Behavioral Consultation will take place in person and remote.
- The IEP team has a document of overdue and/or incomplete Educational Evaluations, Psychological Evaluations, Speech/Language Evaluations, Occupational Therapy Evaluations, Physical Therapy Evaluations, and Functional Behavioral Analysis will take place at the reopening of school. In person testing will resume with safety precautions to determine eligibility of special education and related services.
- The IEP team will communicate clearly with the parents via telephone, virtual meeting, email, and/or letter correspondence regarding procedures for student referrals and evaluations to determine the eligibility for special education and related services or 504 Plan as required by federal and state law.

### **Initial and Re-Evaluations**

- **In Person Evaluations:**  
Appropriate safety and social distancing protocols will be in place to insure compliance with the health department regulations. Evaluators will use plexiglass and face masks when testing. Students will be required to wear face masks and use their own writing utensils.
- **Annual Review Meetings:**  
Case managers will continue to conduct annual review meetings via Google Meet and/or conference calls with staff members and parents.
- **Eligibility Meetings:**  
Eligibility meetings will take place via Google Meet and/or conference calls.
- **Initial Planning Meetings and Re-Evaluation Planning Meetings:**  
Case managers will conduct initial planning meetings and re-evaluation planning meetings via Google Meet and/or conference calls with staff members and parents.
- Meetings that were canceled or unable to take place during the school closure will be rescheduled as soon as possible.

### **Documentation of IEP Implementation**

- Student progress will be documented through the submission of work from assigned tasks, observations during live class/remote learning, extra help sessions, and data collected on IEP goals. Accommodations and modifications as per the students' IEPs will continue to be implemented.
- Case managers will continue to support students with disabilities through open communication with teachers, school counselors, administrators and parents. Case managers will intervene if a student begins to struggle or fall behind. Strategies will be provided to teachers, students, and parents to navigate any challenges students experience.

### **Hybrid Model**

#### **Special Education**

- The North Haledon Public Schools special education programs will take place in person and remote.
- Related services will be provided in person and/or remote.

- In person and remote instruction will target each students' IEP goals and objectives.
- Class sizes will be reduced in order for social distancing to take place.
- Proper social distancing or face masks will be maintained.

### **Memorial School (PreK to Grade 4)**

**Total Students:** 325

**Schedule:** Following Single Session Day & Alternating Weeks (Green and Yellow Grouping)

**Time:** 8:35 - 12:59

**Teachers:** 1:00 - 2:25 Lunch and prep.

**Additional virtual:** 2:25 pm - 3:14 pm

#### Homeroom

8:35 am – 8:45 am

Period 1

8:45 am – 9:15 am

Period 2

9:15 am – 9:45 am

Period 3

9:45 am – 10:15 am

Period 4

10:15 am – 10:45 am

Period 5

10:45 am – 11:15 am

Period 6

11:15 am – 11:45 am

Period 7

11:45 am – 12:15 pm

Period 8

12:15 pm – 12:45 pm

Pack-Up/ Dismissal

12:45 pm -12:59 pm

Recess is 30 minutes per day, but period will vary according to grade level.

Groupings per classroom should not exceed 13 per class (Classroom layout design will be based on Architect's Layout) \*Current Homeroom class sizes range from 15-23 students. Each homeroom will be split into green and gold groups, maintaining even distribution among grade levels.

Siblings will be assigned the same grouping to assist family's schedules.

Students will not travel to classrooms. Special Area teachers will travel to homerooms to deliver class instruction.

The following rooms will not be utilized for instruction: Art Room, Media Center, Music Room, Gymnasium, Computer Lab.

Arrival and dismissal will occur via two separate entrance/exits. This will allow for greater social distancing.

I. PreK Disability Program

Pre-School Disabilities students will continue to attend school daily.

II. Kindergarten to Grade 4

Students will attend alternating weeks with GREEN and YELLOW groupings.

**High Mountain School (Grade 5 to Grade 8)**

**Total Students:** 267

*Following Single Session Day & Alternating Weeks (Green and Yellow Grouping)*

**Start Time:** 8:25 am to 12:49 pm

Within the HMS single session day schedule- starting instruction at 8:25 am with Recess...

We will run through all the nine periods and include recess safely in a classroom location to start. We will not cluster our students outside unless we can ensure social distancing guidelines. Recess for grades 6-8 can also be treated as an additional study hall and emotional/social guiding break. Grade 5 is a mandate with recess time.

Recess is 27 minutes and the day is 4 hours and 20 minutes in person. **The additional time from 2:10 pm to 3:04 pm is also only academics.** Which puts us over 4 hours- and ensures we have the afternoon for bridging gaps. Teachers will drive the afternoon instruction and organization through specific data collection of benchmarks that will need to focus on - driven again by NJ Student Learning Standards.

Period 6- 5th/6th grade

Period 5- 7th/8th grade

Period	Time
1	8:25 am - 8:55 am
2	8:57 am - 9:24 am
3	9:26 am - 9:53 am
4	9:55 am - 10:22 am
5	10:24 am - 10: 51 am
6	10: 53 am - 11:20 am
7	11:22 am - 11:49 am
8	11:51 am - 12:18 pm
9	12:20 pm - 12:49 pm

*Teachers: 12:50 pm - 2:10 pm- Lunch/Prep*

*Virtual to resume at 2:10 pm - 3:04 pm (54 mins Academic Closing Time)*

Content and Specials will be followed- Specials will be carefully planned & virtual when possible as well.

Groupings per classroom should not exceed 16 students per class - but will try to limit further if possible.

Currently HR/Class Sizes Range from 20-28 students- must still be split into Green and Yellow grouping.

Siblings will be worked into the same groupings- to best assist families.

Grades 5-8 Students do travel due to individualized schedules- hallway traffic will be labeled, organized and monitored.

Three entrance possibilities for arrival and dismissal of students- all safe for traffic routes as well.

No Lockers (Hallways) will be utilized and/or Locker Rooms (Gym).

Art Room and Cafeteria/All Purpose Room will not be utilized for instructional purposes.

Classrooms will be carefully assigned to reflect social distancing - possibly re-purposing the Gymnasium, STEAM Lab, Basic Skills Instruction classroom and the Multi-Media Room.

### **Overall Demographic Profile for North Haledon Public Schools**

Total Student Count in District- 638

State Funded Preschool- N/A

Homeless Students- \* Numbers are too low to post

Migrant LSE- \* Numbers are too low to post

Students with Disabilities-

- IEP- 92
- 504- 19

English Language Learners (ELLs)- 6

## Appendix O

### Staffing

#### Staff:

Essential Personnel: 48 Classroom Teachers 13 Special Education Teachers inclusive of 1-Art Teacher, 1-Music Teacher, 2-Physical Education Teachers, 2-Nurses, 1-World Language Teacher, 1-STEAM Teacher, 1-Media Specialist, 1- Family and Consumer Sciences Teacher 1-Enrichment, 1-MLS Teacher, 1-Technology Teacher, 2-BSI teachers

As schedules are adjusted, educators must maintain quality instruction for students, therefore the Department expects districts and educators to abide by the minimum requirements set forth in NJDOE regulation. The North Haledon School Community will have the following:

#### Instructional Staff Responsibilities:

- Will reinforce social distancing protocol with students and co-teacher or support staff- *Through staff meeting, website and hang signs with hygiene rules;*
- Will limit group interactions to maintain safety-*Reflective in building schedules;*
- Will support school building safety logistics (entering, exiting, restrooms, etc.)- *Collaboration with Building Custodians and Principals;*
- Will become familiar with district online protocols and platforms;
- Will plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both settings- *Utilize Curriculum and the Accommodations/Modifications as state mandated;*
- Will develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities- *Classroom expectations developed through accommodations and modifications in curriculum guides;*
- Will provide regular feedback to students and families on expectations and progress. *Utilize formative assessments;*
- Will set clear expectations for remote and in-person students;
- Will assess student progress early and often and adjust instruction and/or methodology accordingly. *Progress Monitoring and Benchmark Assessments;*
- Will develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.). *Reflective in Building Schedules;*
- Will instruct and maintain good practice in digital citizenship for all students and staff. - *Review Technology and Career Readiness Standards for students and BOE policies for staff;*

- Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics -*Support Staff to be available before and after school hours but within contractual hours;*
- Teacher leaders should support their colleagues in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments. *Differentiated instruction throughout the In-Person Hybrid, Virtual and Intermittent;*
- Will work in conjunction with the Director of Curriculum, Instruction, Assessment and Student Services to determine the expected levels of progress of students for Reading and Math levels. These will be adjusted to reflect the average determined by assessment data, and will support the determination of compensatory services for all learners; and
- Will provide materials, manipulatives and items for at-home activities at no cost to families (particularly in preschool). *Provide materials and manipulatives at home activities for ELL, Students with Disabilities and Preschool;*

### **PreSchool Disabilities Teacher Responsibilities**

Essential Personnel: 1-PreSchool Teacher

- Maximize the number of in school instructional sessions and related services as a prioritized group of students;
- Support parents by providing them with strategies to work at home with their child;
- Maintain open communication with the parents on a daily basis to identify unique needs of the Preschool aged student and provide supporting strategies, activities, and resources for the family;
- Perform as many traditional tasks as possible through Google Meets for small groups and personalize instruction;
- Will limit on-line activities for preschool disability students. *Provide Weekly Learning Packets for students for at home learning and manipulatives to support activities;*
- Provide one on one activities for students online and in person to maintain focus and attention to task, and meet individual needs; and
- Create “Go Bins” for in school instruction and for at home use for students, including manipulatives, materials and tangibles necessary for hands on instruction.

### **Mentor Teachers Responsibilities:**

- Plan for “in-person” contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.

- Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
- Integrate self-care, for mentor and mentee, into mentoring scheduling and practices
- Continue to maintain logs of mentoring contact.
- Mentor teachers should consider all health and safety measures when doing in-person observations
- Consider alternative methods for classroom observations and avoiding in-person contact where possible.

### **Administrators Responsibilities:**

Essential Personnel: Will work each day and communicate daily via text, email, and Google Meet. 1-Superintendent of Schools; 1-Business Administrator; 2-Building Principals; 1-Director of Curriculum Instruction.

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

- Will consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction. *Reflective of Building Schedules;*
- Will provide time for staff collaboration and planning (*See Scheduling section*);
- Will prioritize vulnerable student groups for face-to-face instruction;
- Will identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment;
- Will work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered. *Ongoing collaboration with with Director of Special Services, as well as School Principals through Google/Zoom meetings;*
- Will hone collaboration, cooperation and relationship building skills using alternative methods to remain connected to virtual instruction. *Google/Zoom Meets, emails and phone calls;*
- Will define and provide examples of high-quality instruction given context and resources available;
- Will assess teacher, student, and parent needs regularly. *Ongoing communication;*
- Will ensure students and parents receive necessary supports to ensure access to instruction. *Emails, Website, Administration and Teacher communication;*
- Will 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); and

- Will formulate a process to onboard students and reestablish the classroom environment through emphasizing relationships with students-parents and resetting routines.

**Technology Responsibilities: (Outsourced)**

Essential Personnel: 1-Technology Specialists; 1-Supervisor

- Will provide remote support for faculty, staff, and students via phone and screen sharing;
- Will document every call and ticket in the helpdesk;
- Will utilize Google Analytics to monitor web usage;
- Will monitor firewall daily;
- Will review Go Guardian alerts daily;
- Will maintain real-time communication with the Tech team via Google/Zoom Meets, email and text messages;
- Will remotely monitor infrastructure and networking daily;
- Will remotely troubleshoot users daily;
- Will provide availability for staff to answer questions daily;
- Will monitor equipment daily;
- Will update communications via webpage weekly/daily;
- Will monitor Network use and cybersecurity;
- Will communicate daily with administration and its team members;
- Will provide a viable and reliable option for replacement devices and repairs in a socially distance environment for the safety of staff and community;
- Will work directly with the Superintendent for updates and safety protocols; and
- Will provide ongoing daily analysis and support for student device access and network operations.

**Educational Services:** Guidance Counselors, Nurses, Media Specialists, Reading Specialists, Title I, ELL, and CST.

Responsibilities

- Will lead small group instruction in a virtual environment;
- Will facilitate the virtual component of synchronous online interactions;
- Will manage an online platform for small groups of in-person students while the teacher is remote;
- Will assist with the development and implementation of adjusted schedules;
- Will assist teachers with providing updates to students and families;
- Will support embedding of SEL into lessons;
- Lead small group instruction to ensure social distancing;
- Will consider student grouping to maintain single classroom cohorts; and
- Will alternative methods for one-on-one interactions avoiding in-person contact where possible.

## **Responsibilities for Guidance Counselors**

Essential Personnel: 1- District Wide School Counselor and 1- District Wide Crisis Counselor.

- Continue to check in with the students they know will need support during this time;
- Take referrals from teachers about who to follow up with and check in on;
- Make personal connections with classes to let them know they are being supported;
- Create school-based counseling activities for students on Google Classroom;
- Focus on Parent Education – What support do our parent's need? What resources can be provided to them? What more can we do and think about to support our parents?
- The American School Counselor Association (ASCA) provides guidelines for school counselors in providing online school-based counseling;
- School counselors are providing individual and group online school-based counseling for students. In the event of a serious concern about a student (i.e. self-harm, suicidal thoughts/threats, severe anxiety, Child Protection situation, etc.) the school counselor will immediately refer the concern to their school principal and the school psychologist. The principal and school psychologist will follow protocol in terms of Child Protection;
- Assist with the compliance with 504, IEP, and Free and Reduced Lunch;
- With respective school Nurse, schedule 504 meetings via Google/Zoom Meet or conference call;
- Implementation of Electronic Signatures;
- The utilization of students individualized Goals and Objectives are used to track the student's progress;
- Attend School Counselor Department Meetings with the Director of Student Personnel and Special Services; and
- Perform as many traditional tasks as possible.

## **Nurses Responsibilities**

Essential Personnel: 1-Elementary Nurse and 1-Middle School Nurse

- Act as a liaison between the health department and school administration;
- Coordinate with the school physician;
- Assist the administration with communications;
- Communicate with families;
- Review School Policies;
- School Preparation for 2020-2021;
- Attend Nurse's Department Meetings with the Director of Student Personnel and Special Services; and
- Perform as many traditional tasks as possible.

## **CST Teams/ Out of District Placement/ Related Services:**

Speech/Language, Occupational Therapy, Physical Therapy (outsourced - Part Time) and ABA Therapist (outsourced) will be provided internally, as well as by the Out of District school. Eligible students will be provided one lunch meal daily if needed.

Essential Personnel: 1-School Psychologist, 1-Learning Disabilities Teacher-Consultant, and 1-School Social Worker will perform the following:

Child Study Team will be in communication with the Out of District schools, providers, and parents. If the district is closed, but the Out of District school is open, the student will attend school. Bus provider, in collaboration with our CST and business office, will handle all transportation and communication.

If the Out of District placement is closed, continued communication with the school providers and parents will take place. Communication will be made with the families of medically fragile students. Educational and related service activity is on-going.

Expectations for Child Study Team (CST):

### Case Management:

- Conduct scheduled meetings with colleagues via conference call or Google/Zoom Meets;
- Conduct Eligibility Meetings and IEP meetings with parent approval via conference call or Google/Zoom Meets;
- Reschedule meetings with parent consent to extend compliance deadlines;
- Complete outstanding IEPs;
- Schedule upcoming meetings, complete letters of invitation, and send letters of invitation via email;
- Communicate with the administration, teachers and families regarding the educational and emotional needs of the students;
- Communicate with related service providers;
- School Psychologist and School Social Worker: Work collaboratively with others members of the CST to provide student support when needed;
- Implementation of Electronic Signatures and Bilingual IEPs; and
- Attend Child Study Team Staff Meetings with the Director of Student Personnel and Special Services.

### Social Skills:

- Communicate skills to parents/students via email with links to videos and other interactive skill-based lessons.

### Evaluations:

- Complete outstanding evaluation reports.
- Complete Social History Reports.
- Obtain documented parental consent to extend timelines.

- Engage in Electronic-based Professional Development.
- Perform as many traditional tasks as possible.

### **Media Specialists Responsibilities**

Essential Personnel: 1-Media Specialist

- Develop tutorials (either written or video) to turn-key library tools/resources for students and faculty;
- Support teachers, where appropriate, in developing instructional materials for students;
- Provide parents with independent and instructional material for academic and recreational reading;
- Maintain open communication with the teachers each of you work with on a daily basis;
- Maintain open communication with the teachers and parents each of you work with on a daily basis;
- Providing small group intervention instruction; and
- Perform as many traditional tasks as possible.

### **Title I Teacher Responsibilities**

Essential Personnel: 1-Reading Specialist, 1-BSI Teacher

- Develop tutorials (either written or video) to turn-key tools/resources for students and faculty;
- Support teachers, where appropriate, in developing independent and instructional materials for students;
- Support parents by providing them with strategies to work at home with their child;
- Maintain open communication with the teachers and parents each of you work with on a daily basis; and
- Perform as many traditional tasks as possible through Google Meets for small groups and personalize instruction.

### **ELL Teacher Responsibilities**

Essential Personnel: 1-ELL Teacher

- Collaborate with classroom teacher's on assignments given to ELL students
- Provide appropriate modifications to assignments for ELL students and support to the classroom teacher
- Meet with ELL students for scheduled sessions for intervention and language acquisition activities
- Assess students via the home survey and W-APT to determine eligibility for ELL services and accommodations needed for learning
- Assist with technology usage and implementation of the 1:1 initiative

- Communicate with parents as to needs for at home learning, if necessary

### **Expectations for Business Office**

Essential Personnel: Business Administrator, Administrative Assistant to the Business Administrator, Human Resources Assistant, Treasurer of School Money

Essential personnel will work each day and communicate daily via text or email.

One staff member per day will go into the office to open and distribute mail. \*\*function of Main office secretaries\*\*

The Administrative Assistant to the BA will continue to update staff salaries as needed for new hires, leaves and resignations through the updated PCR provided by the Business Administrator. Benefit updates will be done by the HR assistant. The Administrative Assistant to the BA will generate staff direct deposits for each payday and make agency payments for deductions as required. An email containing payroll transfer sheet will be sent to the Business Administrator.

The Business Administrator will verify payroll and transfer bank funds to payroll and agency accounts and record payroll in the accounting system. The Business Administrator will record the FICA and DCRP Pension in the accounting system.

The Administrative Assistant to the BA will continue to generate purchase orders as needed and pay bills for items received. The Administrative Assistant to the BA will also take any checks received for deposit to the bank. The deposit receipts are then given to the Business Administrator to record deposits in the accounting system. The Superintendent and Business Administrator will approve Purchase Orders online and authorize mailing to the vendor. The Business Administrator will maintain the accounting system, preparing monthly board secretary reports and performing budget analysis to ensure district sustainability.

The Treasurer of School Moneys will perform bank reconciliations monthly as information is provided by the Business Administrator via shared google drive.

The Human Resources Assistant will continue to be available to staff. The Human Resources Assistant will communicate with Principals regarding staff on leave and other vacancies. The Human Resources Assistant will continue updating staff information.

All members of the Business Office will have the necessary tools to perform their job function, including:

- Asbury Park system remote secure access for Payroll and Purchasing
- Banking remote secure access
- AESOP remote secure access
- District email

## **Expectations for Office Support Staff**

- Maintain daily communication with administrators
- Attend to all email correspondence
- Perform as many traditional tasks as possible

## **Expectations for Paraprofessionals**

- Maintain open communication with the teachers each of you work with on a daily basis.
- Attend Google Classroom and Google Meets sessions with the teachers.
- Maintain communication with students who need extra assistance with assignments.
- Perform as many traditional tasks as possible.

## **Expectations for Maintenance and Custodial Staff**

Outsourced: Aramark (Custodial)... Maintenance (1) is employed by our district.

All custodial staff:

- Will be asked to report to work on a modified schedule to be adjusted according to building needs
- Will be cleaning classrooms, performing building checks.
- Boiler logs will be required.
- Disinfecting school buildings

## **Curriculum, Instruction and Assessment**

### CURRICULUM

In planning curriculum, instruction, and assessment for re-opening, a key focus is on building the capacity of our North Haledon staff 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). In order to begin our recovery process, we are committed to understanding the social, emotional and learning (SEL) needs of our students and staff through the following guide:

- Consider for which students this transition might be exceptionally challenging
- Listen to your students and families in individual transition meetings at the start of school that include the 2019-20 teachers, caregivers, and 2020-21 teachers
- Loss of family and community members
- Returning to school after a longer-than-normal break will be challenging.
- General anxiety from the end of social distancing

- Experiencing a sudden end of school without the natural transition milestones of the end of year.
- Disconnection as a result of the social separation from peers.

In order to accelerate individual and whole group learning, the focus will be to provide students with grade level materials, tasks and assignments with appropriate support necessary to fill the most critical gaps in learning. The goal of accelerated learning is to help educators utilize classroom time as efficiently as possible.

## ASSESSMENT

In the absence of spring 2020 assessments, our focus on returning to school will be pre-assessments and formative assessments.

Develop a plan for assessing students' learning progress and loss when students return that includes multiple forms of assessment (e.g. diagnostics, formative, assessments, student work, conferences, advisories, parent feedback.)

Develop strategies to mitigate and recover learning loss based on data results.

Create an overall plan for assessment for when students return to school that includes timelines for giving assessments, analyzing data, and adjusting curriculum and goals based on the data. Identify overall trends and specific gaps in student learning to design targeted supports for interventions.

**Pre-assessment** assesses a student's strengths, weaknesses, knowledge, and skills prior to instruction of new units.

**Formative:** A planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners.

**Interim:** A comparison of student understanding or performance against a set of uniform standards within the same school year at periodic intervals, frequently at the end of a grading period. It may contain hybrid elements of formative and summative assessments, or a summative test of a smaller section of content, like a unit or semester.

**Summative:** A comparison of the performance of a student or group of students against a set of uniform standards to measure a student's achievement at the end of instruction.

## **Virtual and Hybrid Learning Environment—Curriculum**

- Continue to monitor the effects of spring learning environments on the pacing of instructional delivery, and adjust as needed to ensure all students meet grade-level and content-specific NJSL standards;
- For administrators, continue to be aware of adjustments being made, and support teachers in making appropriate shifts in teaching and learning
- For District and Building Coordinators, provide support for teachers in making any necessary adjustments, and in continuously improving the quality of instruction in remote and hybrid learning environments;
- Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction, and to continue to develop and build skills essential in this ever-changing, evolving world, especially in remote and hybrid learning environments;
- Review and update (as applicable) data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology to ensure these policies adequately address home use of devices.
- I&RS Teams and Grade Level PLC meetings- collaboratively plan for instruction by engaging our school leaders, teachers, counselors, media specialists, paraprofessionals, child study team members and other staff as well as family and community members.
- Identifying social and emotional needs can impact learning needs of students.
- Partnership with North Haledon Public Library, community organizations and agencies to facilitate access to resources, tutors, and safe spaces (with adult supervision).
- Identify the most vulnerable students to recognize and prioritize their needs. Look into all intervention programs and services provided at the district level and school level. Be sure learning supports are in place for these populations (students with disabilities, English-language learners, homeless students, students affected by Covid-19).
- Ensure that schools and teachers are engaging in curriculum planning that include the use of pacing plans, calendars and lesson plans.
- Strengthen Professional Development on distance learning for teachers and support staff.
- Complete checkpoints with Supervisors around curriculum pacing and monitoring of student progress, specifically honing in on the progress of the most vulnerable student populations.

- Gather information from the NJDOE.
- Create intervention plans to stop learning loss for all students should a second wave arise during the 2020-2021 school year.
- Evaluate the effectiveness of the virtual and hybrid learning model by surveying school leaders, teachers and parents to gather their feedback and input to make improvements.

### **Data Analysis**

- Teachers, coordinators and supervisors will meet to prioritize the most critical prerequisite skills and knowledge for each subject area and grade level.
- Work in teams to evaluate students' unfinished learning and provide acceleration support.
- Plan your approach to diagnosing students' unfinished learning in that prerequisite content knowledge and those prerequisite skills. Be mindful that during virtual instruction, the type of learning experiences that are appropriate will vary based on grade band and content area.
- Adapt the curriculum scope and sequence/pacing for each subject area and grade level to accommodate where teachers might need to provide acceleration support.

Monitor your students' progress on grade-appropriate assignments and adjust your supports for teachers and leaders based on student results.

### **Professional Learning-Prior to the School Year**

Review the District's, Schools and Educators 2019-2020 PDP's for undeveloped goals and implement 2020-2021 Professional Development goals in Hybrid and Virtual Environments. Professional development plans (PDPs) for teaching staff and administrators, as always, are living documents which are flexible and adaptable to the changing needs of the district, school and individual educator. Professional Learning identified in the PDP plan includes the consistent use of technology throughout the district for remote instruction. Staff will be provided training in the use of all platforms. Providing accessible, and user-friendly resources or training for parents/caregivers and community members for safe use of the technology during online Parent Virtual Workshops/Universities (see Remote Learning During the COVID-19 Pandemic). The Professional Development and the Mentoring Coordinator will help coordinate novice provisional teachers, teachers new to the district and other new staff have sufficient training in the technologies that will be used through Google Meets. Collaborate with educator preparation programs to plan for clinical practice and other teacher candidate support during remote instruction and hybrid instruction

### **Professional Learning Throughout the School Year:**

Our school commitment to excellence continues through developing professional learning experiences that ensure high quality instruction for all students through the year. Professional learning must grow each educators' including professional capacity to deliver developmentally

appropriate, standards-based instruction remotely. Areas to be addressed focus on the learning loss for the most vulnerable populations (students with disabilities, English language learners, students without proper technology or internet access, etc.), and preparing and supporting educators in meeting the social emotional, health, and academic needs of all students. A broad range of activities in a teacher's annual professional development requirements, can include a variety of qualifying experiences related to alternative methods of instruction that have been necessitated by the transition to remote learning. Teachers, supervisors and administrators may want to consider the learning of new technologies, virtual instructional methods, peer supports and other collaborative efforts as professional development that count towards the 20 hours.

### **Mentoring and Induction:**

New Teacher Orientation will be provided for all novice provisional teachers and teachers new to the district at the beginning of September. During this time, teachers will be introduced and trained using the Stronge Evaluation Model. Each novice provisional teacher will be assigned a one-to-one mentoring by qualified mentors by ensuring that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment. Mentoring must be provided in both a hybrid and fully remote learning environment. Mentors and novice provisional teachers should agree upon the scheduling, structure and communication strategies they will use to maintain the mentoring experience. Use online collaborative tools of Google Meets to remain connected to other mentors, new teachers and administrators to maintain a sense of communal support.

### **Instructional Impacts due to Illness**

The impacts of lost instructional time and social emotional development on children and adolescents should be anticipated, we will need to be prepared to adjust curricula and instructional practices accordingly without the expectation that all lost academic progress can be caught up. Plans to make up for lost academic progress because of school closures and distress associated with the pandemic should be balanced by a recognition of the likely continued distress of educators and students that will persist when schools reopen. It is also critical to maintain a balanced curriculum with continued physical education and other learning experiences.

### **Evaluation**

The District Advisory Committee (administration) will meet to review evaluation policies and procedures which may be impacted by a hybrid or fully remote system. Following this, the School Improvement Panel's (ScIP) role will inform professional learning, mentoring, and other evaluation-related activities which occur in individual schools. Annual evaluation schedules using the BOE approved Stronge Evaluation Model will be modified to highlight procedures and processes, which would be impacted due to potential hybrid scheduling. Observation schedules will be developed with a hybrid model in mind. We will follow requirements and best practices involved with provisional status teachers, nontenured educators and those on Corrective Action Plans.

## **Engaging Community**

North Haledon Public Schools believe students are best supported when all stakeholders work in together through open lines of communication and partnerships, the following will be taken into consideration:

- Engage school leaders, teachers, counselors, media specialists, paraprofessionals, child study team members and other staff as well as family and community members in conversations regarding instruction;
- Create a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, anticipated environments (e.g., hybrid approaches to instruction, virtual platforms, learning management systems), and expectations for interactions (e.g., connecting with students and their family);
- Craft instructional opportunities that address the unique needs of early elementary, elementary, middle, and high school students that incorporate feedback from stakeholders;

## CHART OF USEFUL LINKS

<b>Conditions for Learning</b>		
<b>Section</b>	<b>Title</b>	<b>Link</b>
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President’s Plan for Opening American Up Again	<a href="#">CDC Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Opening America Up Again</a>
	Childcare, Schools, and Youth Programs	<a href="#">School Settings   COVID-19</a>
	People Who Are at Increased Risk for Severe Illness	<a href="#">Am I at Higher Risk for Severe Illness from COVID-19?</a>
	Considerations for Schools	<a href="#">Considerations for Schools</a>
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	<a href="#">Reopening Schools in the Context of COVID-19: Health and Safety Guidelines From Other Countries</a>
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	<a href="#">ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance</a>
	When and How to Wash Your Hands	<a href="#">When and How to Wash Your Hands   Handwashing</a>
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	<a href="#">Bullock announces phased approach to reopen Montana</a>
	What Bus Transit Operators Need to Know About COVID-19	<a href="#">What Bus Transit Operators Need to Know About COVID-19</a>
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	<a href="https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf">https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf</a>
	Handwashing (Printable Posters)	<a href="#">Posters   Handwashing</a>
Critical Area of Operation #5	Communicable Disease Service	<a href="#">Department of Health   Communicable Disease Service</a>
<b>Section</b>	<b>Title</b>	<b>Link</b>
	COVID-19: Information for Schools	<a href="#">Department of Health   Communicable Disease Service   COVID-19: Information for Schools</a>
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation	<a href="https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf">https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf</a>

	for Persons Diagnosed with COVID-19	
	Guidance for Child Care Programs that Remain Open	<a href="#">Guidance for Child Care Programs that Remain Open</a>  <a href="#">Advocates for Children of New Jersey</a>
	General Business Frequently Asked Questions	<a href="#">General Business Frequently Asked Questions</a>
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	<a href="#">Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes</a>
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	<a href="#">List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19)   US EPA</a>
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	<a href="#">List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19)   US EPA</a>
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	<a href="#">A Trauma-Informed Approach to Teaching Through Coronavirus</a>
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	<a href="#">LEVERAGING THE</a>
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	<a href="https://www.nj.gov/education/njtss/guidelines.pdf">https://www.nj.gov/education/njtss/guidelines.pdf</a>
	RTI Action Network	<a href="#">RTI Action Network</a>
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	<a href="#">The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS</a>
Wraparound Supports	SHAPE	<a href="#">SHAPE   University of Maryland School of Medicine</a>
	Child Care Resource and Referral Agencies	<a href="#">Child Care Resource and Referral Agencies</a>
	Coronavirus Resources for Mentoring	<a href="#">National Mentoring Resource Center</a>
<b>Section</b>	<b>Title</b>	<b>Link</b>

Food Service and Distribution	Benefits of School Lunch	<a href="#">Benefits of School Lunch</a>
Quality Child Care	Child Care Resource and Referral Agencies	<a href="#">Child Care Resource and Referral Agencies</a>
	Division of Early Childhood Education	<a href="#">New Jersey Head Start Collaboration Office</a>
<b>Leadership and Planning</b>		
<b>Section</b>	<b>Title</b>	<b>Link</b>
Scheduling	New Jersey Specific Guidance for Schools and Districts	<a href="#">New Jersey Specific Guidance for Schools &amp; Districts</a>
Staffing	Mentoring Guidance for COVID-19 Closures	<a href="#">Mentoring Guidance for COVID-19 Closures</a>
	Educator Evaluation During Extended School Closure as a Result of COVID-19	<a href="#">Educator Evaluation During Extended School Closure as a Result of COVID-19</a>
	Performance Assessment Requirement for Certification COVID-19 Guidance	<a href="#">Performance Assessment Requirement for Certification COVID-19 Guidance</a>
	Educator Preparation Programs and Certification	<a href="#">Educator Preparation Programs and Certification</a>
Athletics	Executive Order No. 149	<a href="#">Executive Order No. 149</a>
	NJSIAA COVID-19 Updates	<a href="#">NJSIAA COVID-19 Updates</a>
	NJSIAA provides return-to-play guidelines – Phase 1	<a href="https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1">https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1</a>
	Guidance for Opening up High School Athletics and Activities	<a href="#">GUIDANCE FOR OPENING UP HIGH SCHOOL ATHLETICS AND ACTIVITIES</a>
<b>Policy and Funding</b>		
<b>Section</b>	<b>Title</b>	<b>Link</b>
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	<a href="#">CARES Act Education Stabilization Fund</a>
	NJDOE EWEG	<a href="#">MTW GMS - Grants Management System</a>
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	<a href="#">New Jersey Emergency Management Grants application Portal</a>
<b>Section</b>	<b>Title</b>	<b>Link</b>
Purchasing	New Jersey School Directory	<a href="#">New Jersey School Directory</a>

	NJSTART	<a href="https://www.njstart.gov/bso/">https://www.njstart.gov/bso/</a>
	Division of Local Government Services	<a href="#">NJ Department of Community Affairs</a>
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	<a href="#">LFN 2020-06</a>
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	<a href="https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf">https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf</a>
Costs and Contracting	E-rate	<a href="#">E-rate</a>
	Technology for Education and Career (NJSBA TEC)	<a href="#">School Technology (NJSBA TEC)</a>
<b>Continuity of Learning</b>		
<b>Section</b>	<b>Title</b>	<b>Link</b>
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	<a href="#">Individuals with Disabilities Education Act (IDEA) website</a>
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	<a href="#">Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020</a>
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	<a href="#">APRIL 29, 2020</a>
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	<a href="#">Planning for Acceleration in the 2020- 2021 School Year</a>
	Mathematics: Focus by Grade Level	<a href="#">Instructional Content Nav - Mathematics: Focus by Grade Level</a>
	Teacher Resources for Remote Instruction	<a href="#">Teacher Resources for Remote Instruction</a>
	NJDOE Virtual Professional Learning	<a href="#">NJDOE Virtual Professional Learning</a>

<b>Section</b>	<b>Title</b>	<b>Link</b>
Professional Learning	Distance Learning Resource Center	<a href="#"><u>Distance Learning Resource Center - Education Reimagined</u></a>
Career and Technical Education (CTE)	Communicable Disease Service	<a href="#"><u>Department of Health   Communicable Disease Service   COVID-19: Information for Schools</u></a>
	Considerations for Schools	<a href="#"><u>Considerations for Schools</u></a>