

RESTART & RECOVERY PLAN

Restart and Recovery Plan to Reopen Schools



Livingston
Board of Education

Fall 2020

RESTART & RECOVERY PLAN

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Introduction

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

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

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

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

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

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

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

This Plan is aligned with the requirements outlined in the NJDOE Guidance. The Appendices section of this Plan include the school district’s unique and locally developed protocols to ensure school(s) in the

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district reopen safely and are prepared to accommodate staff and students' unique needs during this unprecedented time. Also included in the Appendices section is a chart that includes all websites and outside guidance information that are listed in the NJDOE Guidance.

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

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THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

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

A. Conditions for Learning

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

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

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

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

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

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

Ten Critical Areas of Operation

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

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

- (a) School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.
- (b) School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.
- (c) The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.
- (d) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.
- (e) Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:
 1. Chronic lung disease or asthma (moderate to severe);
 2. Serious heart conditions;
 3. Immunocompromised;
 4. Severe obesity (body mass index, or BMI, of 40 or higher);
 5. Diabetes;
 6. Chronic kidney disease undergoing dialysis;
 7. Liver disease;
 8. Medically fragile students with Individualized Education Programs (IEPs);
 9. Students with complex disabilities with IEPs; or
 10. Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

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

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

(1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this

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physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.

- (2) When social distancing is difficult or impossible, face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
 - (a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (3) In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings can be removed while students are seated at desks, but should be worn when moving about the classroom.
- (4) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- (5) Use of shared objects should be limited when possible or cleaned between use.
- (6) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- (7) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
 - (a) In each classroom (for staff and older children who can safely use hand sanitizer).
 - (b) At entrances and exits of buildings.
 - (c) Near lunchrooms and toilets.
 - (d) Children ages five and younger should be supervised when using hand sanitizer.
 - (e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

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

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

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

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

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

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

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

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

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

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

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

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

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

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- e. Critical Area of Operation #5 – Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms – Anticipated Minimum Standards Incorporated into the Plan
 - (1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:
 - (a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
 - (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
 - (c) Results must be documented when signs/symptoms of COVID-19 are observed.
 - (d) Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.
 - (2) The Board must adopt procedures for symptomatic staff and students, which shall include the following:
 - (a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.
 - (b) If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
 - (c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:
 - 1. 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.

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2. Following current Communicable Disease Service guidance for illness reporting.
 3. An adequate amount of PPE shall be available, accessible, and provided for use.
 4. Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
 5. Continuous monitoring of symptoms.
 6. 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.
 7. Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
- (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
- (5) Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (a) Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.
- (6) Exceptions to requirements for face coverings shall be as follows:
- (a) Doing so would inhibit the individual's health.
 - (b) The individual is in extreme heat outdoors.
 - (c) The individual is in water.
 - (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
 - (e) The student is under the age of two and could risk suffocation.
- (7) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility may be denied.

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

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f. Critical Area of Operation #6 – Contact Tracing

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

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

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

- (1) School officials must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.
- (2) The Board’s Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
 - (a) A schedule for increased routine cleaning and disinfection.
 - (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. door knobs, light switches, classroom sink handles, countertops).
 - (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
 - (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:
 1. Classroom desks and chairs;
 2. Lunchroom tables and chairs;
 3. Door handles and push plates;
 4. Handrails;
 5. Kitchens and bathrooms;
 6. Light switches;
 7. Handles on equipment (e.g. athletic equipment);

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8. Buttons on vending machines and elevators;
9. Shared telephones;
10. Shared desktops;
11. Shared computer keyboards and mice;
12. Drinking fountains; and
13. School bus seats and windows.

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

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

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

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

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

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

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

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

- (a) Stagger recess, if necessary.
- (b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
- (c) The use of cones, flags, tape, or other signs to create boundaries between groups.
- (d) A requirement that all individuals always wash hands immediately after outdoor playtime.
- (e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.
- (f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas,

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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.
- (2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.
- (3) The school district will designate specific areas for each class during recess to avoid cohorts mixing.

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

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

- (1) The Board’s Plan should adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.
- (2) The Board of Education requires any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.

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

2. Academic, Social, and Behavioral Supports

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

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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

b. Multi-Tiered Systems of Support (MTSS)

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

___ Not Being Utilized

___ Being Developed by School Officials

___ Currently Being Utilized

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c. Wraparound Supports

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

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

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

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.

- Not Being Utilized

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___ Being Developed by School Officials

___ Currently Being Utilized

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

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

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

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

- a. School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.
- b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
- c. Members of the school teams should include a cross section of administrators, teachers, staff, and parents.
- d. Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.
- e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.
- f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:
 - (1) School Principal or Lead Person;
 - (2) Teachers;
 - (3) Child Study Team member;
 - (4) School Counselor or mental health expert;
 - (5) Subject Area Chairperson/Director;
 - (6) School Nurse;
 - (7) Teachers representing each grade band served by the school district and school;
 - (8) School safety personnel;
 - (9) Members of the School Safety Team;
 - (10) Custodian; and
 - (11) Parents.
- g. The Pandemic Response Team is responsible for:

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

[See Appendix M – Pandemic Response Team]

3. Scheduling

- a. The Board's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.
- b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.
 - (1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
 - (2) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.
- c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.

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- (1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology- based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
 - (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in classroom receive instruction. School officials may:
- (1) Provide teachers common planning time.
 - (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
 - (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.
 - (b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
 - (3) Secure a steady supply of resources necessary to ensure the safety of students and staff.
 - (4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.
 - (5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.
- e. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board’s Plan.

[See Appendix N – Scheduling of Students]

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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) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).
 - (3) Certification
 - (a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA)

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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.

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- (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

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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.

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- (4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.
- (5) Provide real-time support during virtual sessions.
- (6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- (7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
- (8) Lead small group instruction in a virtual environment.
- (9) Facilitate the virtual component of synchronous online interactions.
- (10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

g. Substitutes

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

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

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- (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 classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
 - (5) Implement modifications or accommodations for students with special needs.
 - (6) Facilitate one-to-one student support.
 - (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
 - (8) Provide technical assistance and guidance to students and parents.
 - (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 need for all staff to address student trauma, social emotional learning, and digital citizenship.

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[See Appendix O – Staffing]

7. Athletics

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

[See Appendix P – Athletics]

C. Policy and Funding

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

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

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

- (2) Use of Reserve Accounts, Transfers, and Cashflow - The school district shall apply for the approval from the Commissioner of Education prior to performing certain budget actions, such as withdrawing from the emergency reserve or making transfers that cumulatively exceed ten percent of the amount originally budgeted.
- (3) Costs and Contracting - The school district shall follow all New Jersey State laws and regulations applicable to local school districts for purchasing when procuring devices and connectivity or any technology related item.

D. Continuity of Learning

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

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

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

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

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

- a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
- b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.

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

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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 supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

(2) Instruction

- (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members 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:
 - 1. 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.
 - 2. Design for student engagement and foster student ownership of learning.
 - 3. Develop students' meta-cognition.

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4. Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.
5. 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.
6. Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.

(3) Assessment

- (a) For the purposes of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
- (b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
- (c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.
- (d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.
- (e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.

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;

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- (3) Presented in order to grow each educator’s professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
- (4) Presented to include the input and collaboration of stake holders, including all staff, parents, and community members; and
- (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

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- (1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.
 - (2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.
- d. Quality CTE Programs
- (1) When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of NJSLS, CTE Core Content Standards, industry certifications, college credit agreements, etc.
 - (2) During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.
- e. Work-Based Learning - Students must be provided the opportunity to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person. The school district should consider work-based learning opportunities addressed in the administrative code.
- f. Career Advisement and Development - Strong career advisement in conjunction with business and community partnerships are essential components of CTE programs and cannot be compromised in a time of increased social distancing; therefore, modifications must be developed to maintain program quality.
- g. CTE Recruitment and Retention - CTE teachers require support in transforming their curricula and shifting their instructional practices to meet the needs of the changing classroom environments in a time of social distancing.
- h. Funding to Support CTE Programs - The school district has the ability to utilize the CARES Act – Elementary and Secondary School Emergency Relief Fund (ESSER) grants, local district funding, Perkins funding (if eligible), discretionary grant funding (if participating), and other Federal entitlement funds.

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Appendices

Restart and Recovery Plan to Reopen Schools



Livingston Public Schools
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:

Staffing and Personnel

The district has considered the needs of staff members, such as their medical health conditions and child care needs throughout the upcoming school year. We are surveying staff and are reviewing certifications in considering staff assignments under our planned schedules. We are evaluating staff capacity and will be scheduled under the proposed models of virtual and hybrid learning to permit educators to support their virtual and in-person student populations sustainably. The district will communicate with staff members regarding the proposed reopening schedules continually throughout the school year.

When making staffing scheduling and assignments, we will comply with ADA, HIPAA, and applicable state laws, and we will consult with local bargaining units and legal counsel. We will address staff requests for leaves of absence for COVID-19 related reasons as required by law and plan to leverage available existing staff or substitutes if necessary.

We will identify the roles and responsibilities of administrators, teachers, aides, paraprofessionals, and educational service professionals. While operating in the in-person/hybrid environment, the district will leverage staff to monitor student movement and hallway traffic and will maintain safety according to guidelines. Instructional and non-instructional time will include time to support school building logistics required to maintain health and safety requirements.

Educator well-being will be supported by administrators, nurses, and school guidance counselors who will be available to address staff concerns as relates to their social and emotional health and the school climate. Educators will be referred to wellness resources available through the district's health benefits provider so they can access available mental and behavioral resources. We will also create opportunities to regularly practice and reflect on social and emotional competencies of staff, including through conversations with staff to discuss impacts of COVID-19 on students and themselves and the world around them, including potential increases in bullying behavior and bias, prejudice and stigma.

Our new teachers will have an opportunity to learn about our plan for re-opening during a New Teacher Orientation program in late August. Mentor teachers will continue to meet with novice teachers in order to support them. Our technology staff will continue to be available to assist with educators' technology needs. Also, our nurses will train staff on health protocols such as the use of face coverings and any protocols on recognizing COVID-19 symptoms, with special consideration given to staff in close contact with students or that handle waste. In addition, our custodians continue to receive training on cleaning and sanitizing school buildings and buses.

Substitutes will also be trained on their roles and responsibilities during our planned operation with respect to health and safety protocols.

Students

Full Remote Scheduling Option

Unconditional Eligibility for Full Time Remote Learning

All students are eligible for full-time remote learning; eligibility will not 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. Parents will share their request for this model via the district survey in which parents will indicate their selection of the instructional model.

Scope and Expectations of Full Time Remote Learning

A student participating in the district's full-time remote learning option will 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). This includes, for example, access to standards-based instruction of the same quality and rigor as that afforded all other students of the district, the district is making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology and the provision of special education and related services to the greatest extent possible. Like in-person and hybrid programs, full-time remote learning will adhere to the length of school day requirements pursuant N.J.A.C. 6A:32-8.3, local attendance policies, and any other local policies governing the delivery of services to, and district expectations of, students participating in remote programs and their families.

Protocol for Requests to Transition between Models of Instruction

On July 24, the New Jersey Department of Education distributed a supplement to The Road Back: Restart and Recovery Plan for Education. This supplement outlined the new standard that provides parents with the choice of a fully remote instructional model or a hybrid model of instruction with some in-person learning. In addition, this supplement requires districts to establish a protocol for parents who wish their children to change from one model of instruction to another.

Following the state guidelines, our procedure will be implemented as follows.

1. The point of contact for questions and concerns at each level will be your child's principal.
2. A parent who wishes to request a transition must complete a Transition Request Form, including all pertinent information that will ensure proper recordkeeping and enable district administration to support continuity of learning.
4. Parents should be aware that class schedules, teacher assignments, and other details will be dependent upon class availability and where there is space for the student. We will provide the new schedule as soon as possible; however, parents should expect up to a five school-day processing time to make the necessary arrangements before the student can begin instruction in the new model.

Please understand that these time frames are subject to change based on evolving circumstances. You will be notified of any changes to this protocol in advance of their implementation.

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:

Building Logistics

Entry and Dismissal Procedures

Entry and dismissal procedures will follow all safety and health protocols to ensure that students enter and leave the building safely each day. Each school will assign points of entry and dismissal for students to reduce traffic flow and evenly distribute students across the school building during times when the entire student population is in transit. Students will be expected to abide by the guidelines set forth by each building's administration.

Configuration of Classrooms

Class size will be reduced by approximately 50% on each day of in-person instruction at the elementary level and 25% at the secondary level. Classroom spaces will be configured to maintain social distancing. Desks will be properly spaced, and students and staff will be required to wear masks in the classroom. If we are not able to maintain this physical distance, additional modifications will be considered. These include using physical barriers between desks and turning desks to face the same direction (rather than facing each other or having students sit on only one side of the table, spaced apart). All instructional and non-instructional rooms in school and district facilities will comply with social distancing standards to the maximum extent practicable. We will avoid close group learning activities such as reading groups. It is important that students adhere to the plans created for each classroom in order to reduce their contact with others while maintaining a safe learning environment.

Hand Sanitizer and Washing of Hands

There are fully functional hand sanitizer stations throughout the school. Additionally, bottles of hand sanitizer are located in all offices and at the entrances to each classroom.. There are fully functional handwashing stations with soap in most elementary classrooms and all staff and student bathrooms which are located throughout the buildings and close to the cafeterias. Any elementary classrooms that do not have sinks will have hand sanitizer. A schedule of sanitizing and/or hand washing will be disseminated in each school.

District Mask Policy

All students and staff will be required to wear masks throughout the instructional day both inside the classroom and during transit in the building. Staff members may also wear clear face shields in the classroom. If a student is unable to wear a mask, parents will be expected to submit medical documentation in advance of student attendance at school. It is expected that parents will provide masks for their children. If a child arrives at school and does not have a mask, the school will provide a mask for the child to wear throughout the day.

Traffic Flow Through the Building

Each building floor plan in the district has been analyzed to determine traffic flow patterns that will reduce student contact and to the degree possible, maintain social distancing guidelines. Buildings will be marked with arrows, space markers, and other appropriate signage to ensure that students and staff move safely through the buildings when it is necessary to do so.

Supplies

Student supplies will not be shared in the classroom. At the elementary level, each student will be provided with the necessary supplies that will be kept in individual desks or bags that will not come in contact with other students' supplies. While some logistics for how this is done may vary from grade level to grade level, protocols will be in place to ensure that supplies are not shared.

In grades 6-12, students will not use lockers, but rather, will transport their technology devices and personal supplies in backpacks/personal bags. Students will not participate in learning activities that require the use of shared equipment within a class period (science labs, certain art projects, for example). Students will not be able to print at school to ensure that devices are not shared, and learning activities will be designed to be paperless to the extent that it is possible. At the elementary level, each classroom will create "Go Bags" for students in the event that the district is required to transition to full remote instruction. These bags will contain the necessary instructional materials and supplies that will ensure that students and teachers are equipped to maintain the continuity of learning. Similar provisions will be put in place on a course-by-course basis for students in grades 6-12.

Procedures for Late Arrivals, Absences, and Early Pick-Up

Students who arrive late to school will need to comply with screening procedures prior to entry. Given the complex logistics of screening and the policy of no visitors, the safe management of entering students at all different times will be challenging in this first phase of the return to school, therefore, we request that parents please make every effort to ensure that their children arrive at school on time.

Students may not be picked up early unless it is an emergency. Doctor's appointments, dental and orthodontic appointments, or other related types of services should be scheduled after instructional time whenever possible. If appointments must be scheduled during the school day, parents should do so at a time when students are home for virtual instruction.

Appendix C

Critical Area of Operation #3 – Transportation

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

Transportation

How will transportation be handled?

Bussing will be provided to and from school for all eligible students. Busses will be assigned at a diminished capacity based on student cohorting. Students, Bus Aides, and Bus Drivers will be required to wear masks at all times on the bus. Social distancing on the bus is required to the extent possible. Windows will remain open on the bus to provide extra ventilation except in inclement weather. Each student will have his or her temperature taken before getting on the bus. Busses will be regularly cleaned and disinfected based on CDC guidelines. Bus drivers will clean the buses between routes if they are transporting multiple schools in the morning or afternoon.

Will there be subscription bussing this year?

Due to the social distancing requirements on busses provided by the Department of Education, we will likely not be able to offer subscription bussing to our students this year. If there is a need to reduce the level of subscription bussing, any families who may have already paid will receive a refund of their payment.

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:

How will health screening for entry into the school building take place?

Protocols will be in place for daily health screenings of students, teachers, administrators, and staff.

1. **Electronic Symptom Checking Survey** - This initial screening will be used to complete the necessary questions as per the New Jersey Department of Education (NJDOE) and the Centers for Disease Control and Prevention (CDC) protocols for live school. This check-in system must be completed by parents for each student prior to departing for live school. Detailed information regarding this electronic symptom check survey and its use will be provided prior to the opening of school.

2. **In-Person Screening** - A live in-person temperature screening will occur on school grounds prior to entry into the building, with a slightly different entry process for each school. The device to be used will be a Non-Contact Infrared Thermometer. Students will be notified of their specific points of entry prior to the first day of school. As students begin to enter the school property through their assigned entry, they must maintain physical distancing and wear a mask.

Entry and dismissal procedures will follow all safety and health protocols. There will be no morning gathering areas. After the temperature screening, students will go directly to their classrooms where there will be supervision by their teacher. As opening day gets closer, each school will communicate entry and dismissal points for students to maximize efficiency and physical distancing.

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

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

How will non-Covid issues be handled?

Health offices in each school will be dedicated to non-COVID-19 related symptoms while COVID-19 related symptoms will be triaged by School Nurses in a separate space. These separate spaces will be located away from the health offices, with proper ventilation and an exit possible to allow for containment of any symptoms.

What procedures will be in place for when symptoms typical of Covid-19 are observed, and what will the pick-up process be for sick students?

When a student or staff member comes to the health office and presents symptoms typical of the COVID-19 disease, following the New Jersey Department of Health (NJDOH) guidelines, students will be moved to the designated isolation space. This isolation will be supervised in a reasonable manner, maintaining appropriate physical distancing and appropriate PPE will be worn to protect the staff member. The parent will be notified and instructed to pick up the child promptly. Should the parent not be reached, the emergency contact person will be contacted to pick up the child. When the parent arrives at the school for pickup, the parent will be asked to wait outside while the student is escorted out of the building maintaining physical distance. For the health and safety of the school community, this pickup must be contactless. Upon being sent home, the student's family should consult with their personal physician in order to determine the appropriate diagnosis and recommended treatment plan, which may include a required COVID-19 test.

What will be the process for a formerly sick student to return to school?

Before or upon returning to school, the parent must present information directly to the School Nurse from their personal physician that states a return to school is deemed safe.

Parents must keep children home when sick. Additionally, students who have traveled to an area that is on the restricted list for New Jersey must self-quarantine for 14 days.

How will contact tracing be implemented?

Contact tracing is the process used to identify those who come into contact with people who have tested positive for many contagious diseases, including COVID-19. It is a long-standing practice in New Jersey and around the world and is an integral function of local health departments in keeping communities safe from the spread of disease. Upon notification that a resident, student, or staff member has tested positive

for COVID-19, a local health department will call to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least 10 minutes. Trained professionals from the community then get in touch with those close contacts to recommend next steps, such as self-quarantining, and to provide critical education and support in risk mitigation strategies. Increasing the number and capacity of contact tracers has been a top priority of the Governor as these practices can help slow the spread of COVID-19. Livingston Public Schools will continue to work closely with the Livingston Department of Health to help keep the community safe as it pertains to the importance of contact tracing.

Will LPS have a district mask policy?

All students and staff will be required to wear masks throughout the instructional day both inside the classroom and during transit in the building. Staff members may also wear clear face shields in the classroom. It is expected that parents will provide masks for their children. If a child arrives at school and does not have a mask, the school will provide a mask for the child to wear throughout the day.

Appendix F

Critical Area of Operation #6 - Contact Tracing

Contact Tracing

Contact tracing is the process used to identify those who come into contact with people who have tested positive for many contagious diseases, including COVID-19. It is a long-standing practice in New Jersey and around the world and is an integral function of local health departments in keeping communities safe from the spread of disease. Upon notification that a resident, student, or staff member has tested positive for COVID-19, a local health department will call to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least 10 minutes. Trained professionals from the Livingston Township Department of Health will then get in touch with those close contacts to recommend the next steps, such as self-quarantining, and to provide critical education and support in risk mitigation strategies. Increasing the number and capacity of contact tracers has been a top priority of the Governor as these practices can help slow the spread of COVID-19.

Livingston Public Schools will continue to work closely with the Livingston Township Health Department to help keep the community safe as it pertains to the importance of contact tracing.

[CDC Contact Tracing Resources](#)

Procedure for Returning to School Following Illness

Before/upon returning to school, the parent/guardian must present information directly to the school nurse from the home physician that states a return to school is deemed safe. This may require a negative COVID-19 test.

Parents/guardians must keep children home when sick. Additionally, students who have traveled to an area that is on the [list of restricted states for New Jersey](#) must self-quarantine for fourteen days prior to reporting to school.

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.

Has the district inspected its ventilation systems?

Yes. We worked with certified HVAC specialists to assess and make recommendations regarding air filtration and circulation. Per their recommendations, we have purchased and will be installing filters with enhanced MERV 13 ratings in our ventilation systems adhering to guidelines provided by the American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE). HVAC systems will be cleaned regularly, and filters will be changed in line with the experts' recommendations. Windows will be opened to increase ventilation whenever possible. ^[L]_[SEP]

What hygiene and cleaning procedures will be implemented?

All spaces will be cleaned daily by the custodial department using the following three-step process:

- **Step One** - Clean dirt from all surfaces with attention to high touch areas like desktops, doorknobs, and chairs.
- **Step Two** - Thoroughly disinfect spaces using our hospital-grade disinfectant, recommended by the CDC to kill viruses. The disinfectant will be allowed to air dry to maximize its effectiveness. The room will then be wet mopped using a disinfectant floor cleaner.
- **Step Three** - Custodians will complete cleaning checklists for each classroom and restroom, which will be posted in the corresponding spaces.

While school is in session, our custodians will carry a spray bottle of hospital grade disinfectant and a clean dry cloth. This will be used to continuously wipe down all high touch areas. Bathrooms will be cleaned multiple times throughout the day.

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.

What will take place with food service?

LUNCH

Lunch will only be provided for students who receive free and reduced lunch. Pick-up locations and times for lunches will be sent to families who qualify for this service prior to the first day of school. Food service staff will be required to wear the proper PPE including masks. Aramark, our food service supplier, will follow all of the proper cleaning and disinfecting protocols.

SNACKS

Students will be provided with individual study carrels that will be utilized during snack time within each elementary classroom. They will be stored in each student's cubby area.

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.

Students and staff will need time to adjust to new routines, behavioral expectations, and classroom practices. Students will also need to increase endurance for mask-wearing for extended periods of time (now required), particularly in warm weather. Beginning the year with a half-day, in-person program will provide the best opportunity for a successful transition to new expectations. Due to the half-day model, there will be no recess held in the Livingston Public Schools.

Physical Education

Physical Education classes will be held either via Zoom and/or outside when weather permits.

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.

Will there be visitors allowed in the schools?

No. Deliveries will be made outside and brought inside the school by our custodians. Any workers who need to be in the schools for emergency repairs will be screened and will be required to wear PPE, including masks.

Will field trips or assemblies take place?

In person field trips and assemblies are postponed until further notice. Schools will plan virtual field trips and assemblies to extend learning and promote community building.

What will happen with co-curricular and after-school activities?

Co-curricular activities will be scheduled at a time that is deemed appropriate based on the nature of the activity and the possibility that the activity could meet remotely. Our Reopening Committee is working to identify ways to engage students in activities that promote positive social interactions, and interpersonal connections.

Will high school athletics take place?

All decisions about high school athletics will be through the guidance of the New Jersey State Interscholastic Athletic Association (NJSIAA). Students who select either the hybrid or full virtual learning option (and meet NJSIAA requirements) will be able to participate in athletic activities. Fall Sports began summer conditioning sessions on July 27, 2020 under the NJSIAA Summer Session Guidelines. The Summer Session will consist of two phases concluding on August 28, 2020. The Fall Season is scheduled to begin on September 14, 2020 with games commencing on October 1, 2020. The district is awaiting further guidance from the NJSIAA regarding the Fall Season.

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.

How can students access School Counseling, the Child Study Team (CST), and/or Student Assistance Counselors (SAC) in grades 6 through 12?

In grades 6 through 12, a student may make an appointment with a school counselor, member of the CST, and/or SAC through the use of emails directly to the staff member. Further details about this and any other procedures for students to access these departments will be shared prior to the opening of school.

How will Social and Emotional Learning (SEL) continue to be addressed next year?

SEL standards are addressed by each teacher through the written curriculum across every content area and through our rich school counseling and Student Assistance Program. Staff are actively engaging in professional development, consultation, and collaboration to ensure we are meeting all the needs of our students daily. Lessons, programs, and consultation will continue to occur regularly. We understand the need for social and emotional learning and support for our students particularly during this challenging time. Counselors and teachers will continue to work together to create both in-person and remote opportunities to support students socially and emotionally.

Resources

All contact information for LPS CST and Counselors: [click here](#)

Livingston Police Department: 973-992-3000

Mobile Crisis - Perform Care: <https://www.nj.gov/dcf/families/csc/mobile/>

To access services call: 1-877-652-7624

<http://www.njhopeline.com/>:1-855-654-6735

DCP&P: 1-877-652-2873 (contact your Administrator as you normally would)

Homelessness: contact Sinead Crews (Homelessness Liaison) and your Administrator if a student/parent reports to you or you have concerns that they may be homeless for further collaboration and providing resources for the family. Administrators will contact Angel Network and Neighbors Helping Neighbors as needed.

Procedures

For a student in crisis, follow the below protocols:

- Remain on the phone with the student
- Text your Administrator that you are in need of a second person on the call for a risk assessment.
 - If Admin does not respond, text second person directly to add to the call
- Conference call the second person into the call with the student to conduct risk assessment
 - Steps to conference call: iphone users [click here](#), android [click here](#)
- Confirm with Administrator if student is in need of being sent to the hospital or seeing their own doctor
- Paperwork will be completed as typically would
- Whoever the typical person is who would call home to inform the parent, follow as normal
- Call Livingston Police Department if you are unable to hear from student/parent/family (guardian or emergency guardian contact in Genesis). Call your Administrator.

If you are witness to or have any first hand information that would warrant a DCP&P call (shared via phone call, observed during a Google meet, etc)

- Call DCP&P and contact Administrator as you normally would

If a student or parent reports HIB, or information that would typically warrant an HIB investigation, we will follow the same procedure as we would in the summer and address when we get back

- Contact your Administrator if you have any questions/concerns

Appendix L

Restart Committee

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

[LPS Restart Committee Taskforce](#)

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.

All nine of the LPS Schools have established a Pandemic Response Team in accordance with the NJ Department of Education requirements.

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:

Opening of the School Year - REMOTE

Through a letter to staff sent in July, employees were asked to contact the Office of Human Resources if they intended to take a leave of absence during the 2020-2021 school year based on the Covid 19 Pandemic. Between the date of that letter and August 14th, approximately 90 staff members contacted Sue Burman in the Office of Human Resources. On Friday, August 14, 2020 the Livingston Public Schools staff was sent a follow-up questionnaire asking each staff member to indicate whether the staff member would be submitting paperwork for requesting a leave of absence in September. Between August 14th and today, an additional 54 staff members indicated that they would be taking one of the leaves provided for by law. Currently, a total of 144 staff members have contacted the Office of Human Resources and have indicated an potential interest in taking a leave of absence.

The Governor announced on August 11th, that New Jersey school districts would be able to begin the school year remotely if that district had a specific reason to believe a safe environment cannot be provided. Not having enough staff members to open school would be a safety concern since classes may need to be combined thereby limiting social distancing, and that supervision would be in question.

Time until the opening of school is running low, and the staff members who have submitted paperwork span grade levels, content areas, experience, and expertise. We need our staff to open our schools, and the current timeline and education job market make it impossible to consider replacing this number of staff members. We will be unable to provide services to students with a significant number of our staff members on leave. The staffing situation has created both an education and a safety issue. Without the proper staff, we cannot provide proper supervision or instruction, two functions essential to a safe and productive school environment.

Other benefits for delaying the in-person start of the school year include opportunities to provide additional training for staff in remote and synchronous, hybrid learning, and allows us to phase even more deliberately to in-person learning in the district.

Based on the current numbers of teachers who submitted paperwork for leaves, the nature of their concerns, and the likely increased challenges of keeping schools open as cold and flu season approaches, it will be challenging to overcome the current scenario. We will work through the fall to determine ways to bring our students back into school and engage our staff for in-person learning.

We will also work to bring groups of students back to in-person learning in a phased approach based on the following groups:

- Special Education
- Kindergarten-2nd Grade
- Grades 3-5
- Middle and High School

Efforts to remediate our staff shortage issue will include:

- Providing time for staff requesting child care leave to find child care.
- Providing other accommodations to allow staff to teach remotely even if students are in person.
- Monitor applitrack and teacher job sites to see if replacements are available.

Once we have all safety and staffing concerns addressed, Livingston Public Schools will transition to a hybrid model, bringing back as many students as possible.

What is a Hybrid plan?

A hybrid instructional model blends virtual and in-person learning experiences.

What is a staged approach, and why is it important?

Many schools around the world have used a staged approach to open schools. We will begin the year in a hybrid model consisting of smaller cohorts of students in-person, paired with at-home students with enhanced virtual learning experiences. With continuous reflection on our early experiences with reopening, we will look to strategically grow our in-person time in stages.

When schools open in September, staff and students will need to learn new procedures and adjust to the different school environment. A staged approach gives our educators and students the opportunity to practice new routines. Based on medical guidance, and the current recommendations for physical distancing, mask-wearing, and classroom spacing, beginning in a deliberate manner will provide the best opportunity to have a safe return for both students and staff.

What will the all virtual option look like?

On July 24th, the Department of Education informed school districts that families will have the option to select a fully remote model of instruction regardless of the in-person option offered. In a hybrid model, all students will be remote at one time or another, and students who are fully remote will be able to connect with their classmates. Students who are fully remote, will receive a combination of synchronous lessons delivered by the teacher, and asynchronous online lessons. Students will also be able to access their teachers for assistance and support during scheduled “office hour times.”

[Please click to see the Livingston Public Schools Full Remote Plan Guide for Parents](#)

Student Schedules

Elementary Hybrid Schedule

Within this model, students are grouped into A or B cohorts. Students will attend in-person school two days in a row. Cohort A will attend Monday and Tuesday most weeks, and Cohort B will attend Wednesday and Thursday. The remaining day will rotate between the two cohorts per the calendar below. School days will operate on a partial day schedule. The schedules below detail both the in-person and remote learning days for students. Students will attend school, in-person, two to three times per week. Siblings within the elementary schools will be on the same schedule.

Sample Elementary Hybrid Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	Cohort A	Cohort B	Cohort B	Cohort A
Cohort A	Cohort A	Cohort B	Cohort B	Cohort B
Cohort A	Cohort A	Cohort B	Cohort B	Cohort A
Cohort A	Cohort A	Cohort B	Cohort B	Cohort B

This is a sample schedule only; actual content area may be taught at different times depending on schedules

Time	Student - In Person	Student - Remote Learning (Alternate Day or Full Remote)
8:00 - Staff Arrival 8:05 - Student Arrival	Arrival Unpacking	
8:30	Morning Meeting	Morning Meeting (Synchronous)
8:50	Reading Workshop: <i>Mini-Lesson and Independent Reading with Small Groups</i>	Reading Workshop: <i>Mini-Lesson - (Synchronous) Independent Reading and/or assignment on Google Classroom</i>
9:20	Writing Workshop: <i>Mini-Lesson and Independent Writing with Small Groups</i>	Writing Workshop: <i>Mini-Lesson - (Synchronous) Independent Writing and/or assignment on Google Classroom</i>
9:50	Special (Synchronous)	Special (Synchronous)
10:20	Snack - outside ^L _{SEP} (weather permitting)	Snack
10:40	Math Workshop: <i>Mini-Lesson and Independent Practice with Small Groups</i>	Math Workshop: <i>Mini-Lesson - (Synchronous) Independent Practice and/or assignment on Google Classroom</i>
11:10	Word Study Read Aloud	Read Aloud (Synchronous)
11:40	Science or Social Studies	Science or Social Studies: Assignment on Google Classroom
12:10	Closing Circle	Closing Circle (Synchronous)
12:45	Staggered Dismissal	
2:10 - 3:10	*Extension assignments on Google Classroom *Enrichment experiences from specials teachers	Small Group Virtual Instruction

Secondary Hybrid Schedule (Middle and High Schools)

Students at the secondary level will return to school on a phased approach. In phase one, students will be divided into four cohorts to open the year with the intention of reducing our number of cohorts as the year progresses.

Phase 1: We will rotate four cohorts, assigned to a day of the week, with an All Remote Day scheduled for Wednesday.

Phase 2: Move to three cohort rotation (with or without All Remote Day).

Phase 3: Move to two cohort rotation (with or without All Remote Day).

Phase 4: All students return to school daily (with or without All Remote Day).

Phase 5: Return to “Typical” secondary middle/high school full-time schedule

How will I know which days my child will learn from home and which days my child should report to school?

Below are the student cohorts arranged alphabetically. A daily cohort schedule for the first month of school can be found below. On days when students’ cohorts are not in-person, they are expected to participate in the scheduled classes virtually. Calendars for subsequent months will be sent as much in advance as possible. This is an overview. Principals will be sending school-specific, detailed plans in the coming weeks.

LHS Four Cohort Breakdowns

Cohort A	Cohort B	Cohort C	Cohort D
A - Fig	Fih - Leo	Lep - Roy	Roz - Z

HMS Four Cohort Breakdowns

Cohort A	Cohort B	Cohort C	Cohort D
A - F	G - Lie	Lif - R	S - Z

Mt. Pleasant Middle School Four Cohort Breakdown

Cohort A	Cohort B	Cohort C	Cohort D
A - Feld	Fele - Kre	Kri - R	S - Z

Livingston High School, Heritage Middle, and Mount Pleasant Middle School will function on an “AM Classes 1-4” and “PM Classes 5-8” rotation (see calendar below). As indicated above, the cohorts will be reassessed and redistributed with each phase of the Livingston Public Schools Reopening Plan.

SAMPLE Schedule for In-Person Instruction for Middle and High Schools

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Cohort A In-Person Cohort B/C/D Virtual</p> <p>AM Classes 1-4</p>	<p>Cohort B In-Person Cohort A/C/D Virtual</p> <p>AM Classes 1-4</p>	<p>All Remote Day AM Classes 1-4</p>	<p>Cohort C In-Person Cohort A/B/D Virtual</p> <p>AM Classes 1-4</p>	<p>Cohort D In-Person Cohort A/B/C Virtual</p> <p>AM Classes 1-4</p>
<p>Cohort A In-Person Cohort B/C/D Virtual</p> <p>PM Classes 5-8</p>	<p>Cohort B In-Person Cohort A/C/D Virtual</p> <p>PM Classes 5-8</p>	<p>All Remote Day PM Classes 5-8</p>	<p>Cohort C In-Person Cohort A/B/D Virtual</p> <p>PM Classes 5-8</p>	<p>Cohort D In-Person Cohort A/B/C Virtual</p> <p>PM Classes 5-8</p>

Livingston High School Bell Schedule

Time	Block
7:50-7:55	AM Wired
7:55-8:55	Block 1
9:00-10:00	Block 2
10:05-11:05	Block 3
11:10-12:10	Block 4
12:10-1:00	Student Dismissal and Lunch
1:00-2:00	Student Independent Work Time
2:00-3:06	Teacher Office Hour (by appointment)

Heritage Middle School Bell Schedule

Time	Block
8:20 - 8:30	Homeroom/HTV
8:35- 9:20	Block 1
9:25-10:15	Block 2
10:20-11:05	Block 3
11:10 -11:55	Block 4
12:00 - 12:45	Block 5
12:55 -1:40	Student Dismissal and Lunch
1:40-2:25	Student Independent Work Time
2:25-3:25	Teacher Office Hour (by appointment)

Mount Pleasant Middle School Bell Schedule

Time	Block
8:35 - 8:40	Homeroom
8:40 - 9:40	Block 1
9:45-10:45	Block 2
10:50-11:50	Block 3
11:55 -12:55	Block 4
12:55 -1:40	Student Dismissal and Lunch
1:40-2:25	Independent Student Work Time
2:25-3:25	Teacher Office Hours (by appointment)

Appendix O Staffing

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

STAFFING

When making staffing schedules and assignments, the Livingston Public Schools will comply with all applicable employment laws. The district's plan identifies the roles and responsibilities of school administrators, teachers, instructional assistants, and education support professionals that will ensure continuity of learning and leverage existing resources and personnel to maximize student success. Teachers and paraprofessionals will work onsite during in-person instructional hours, unless approved otherwise based on individual needs and circumstances. Teachers and paraprofessionals may choose to work remotely or in the classroom for the afternoon remote session in a hybrid model. When determining a request for accommodation or a leave, the district will comply with all applicable employment laws. The school day for in-person instruction is dependent on grade level.

Mentoring Guidance:

All school districts must have a district mentoring program to provide non-tenured teachers with an induction to the teaching profession and to the school district community through differentiated support based on the teachers' individual needs. The Livingston Public Schools will conduct a new teacher mentoring program for all new teachers in accordance with state guidelines.

Professional Development:

Professional Development Portal - Ongoing

New Teacher Orientation - End of August

Four Days of Staff Professional Development - First week of September.

Professional Development Programs will be provided for educators throughout the school year.

Educator Evaluation Guidance: The NJDOE provides a description of flexibilities and requirements for educator evaluation necessitated during the COVID-19 crisis. The Livingston Public Schools will comply with these guidelines.

IN-PERSON AND HYBRID LEARNING ENVIRONMENTS, ROLES AND RESPONSIBILITIES:

In a 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. Instructional Staff Should:

- Reinforce social distancing protocol with students and co-teacher or support staff.
- Limit group interactions to maintain safety.
- Support school building safety logistics (entering, exiting, restrooms, etc.).
- Become familiar with district online protocols and platforms.
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.

- Provide regular feedback to students and families on expectations and progress.
- Set clear expectations for remote and in-person students.
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- Instruct and maintain good practice in digital citizenship for all students and staff.
- Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.

Support Staff: Support staff (Teacher Aides) that usually serve in physical classrooms supporting students and teachers may also provide support in the virtual environment. Aides may:

- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- Provide real-time support during virtual sessions.
- Support families and students in accessing and participating in remote learning.

EDUCATOR ROLES RELATED TO SCHOOL TECHNOLOGY NEEDS:

To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, districts should:

- Utilize technology coaches to provide ongoing support with technology to students, teachers and families.
- Assess technology needs/access for teachers and families. (Consider those that have access, but may be sharing personal devices with others.)
- To the extent possible, provide district one-to-one instructional devices and connectivity.
- Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).

Appendix P Athletics

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

Will high school athletics take place?

All decisions about high school athletics will be through the guidance of the New Jersey State Interscholastic Athletic Association (NJSIAA). Students who select either the hybrid or full virtual learning option (and meet NJSIAA requirements) will be able to participate in athletic activities. Fall Sports began summer conditioning sessions on July 27, 2020 under the NJSIAA Summer Session Guidelines. The Summer Session will consist of two phases concluding on August 28, 2020. The Fall Season is scheduled to begin on September 14, 2020 with games commencing on October 1, 2020. The district is awaiting further guidance from the NJSIAA regarding the Fall Season.