Newton Public Schools
Restart and Recovery Plan

Originally Approved: July 28, 2020
Updated and Reapproved: August 25, 2020

Acknowledgements

In accordance with guidance from the New Jersey Department of Education (NJDOE), school buildings are planning to open in some capacity for in-person instruction and operations for the 2020-21 school year following an immediate closure this past spring. To ensure consistency with respect to the safety of school communities across the State, the NJDOE Guidance speaks specifically to health measures identified as "anticipated minimum standards." These standards have been incorporated into this Restart and Recovery Plan for the Newton Public Schools. 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. In addition, we must be ready to adjust our educational approach should local health data or other circumstances require it.

In collaboration with our stakeholders, this Plan has been developed to reopen schools in a way that meets local needs. It is the product of the voices of our Newton school community including teachers, support staff, administrators, parents, students, board of education, and community members. All groups were surveyed and/or provided opportunities for comment and critique.

Ten key resource documents used in the development of this Plan were:

1. [Centers for Disease Control and Prevention (CDC) COVID-19 site](#)

2. [The Changes We Should Expect to Take Place in Schooling](#) (May 4, 2020)

3. [CDC Considerations for Schools](#) (May 19, 2020)

4. Newton School Nurses - Return to School Planning Document (May 20, 2020)

5. [NJSBA Searching for a New Normal in NJ's Public Schools](#) (May 20, 2020)

6. [Lessons from the Pandemic on How to Reimagine and Improve Schooling](#) (May 26, 2020)

7. [NJEA Education Recovery Plan](#) (June 15, 2020)

8. [NJDOE The Road Back: Restart and Recovery Plan for Education](#) (June 26, 2020)

9. [451 Questions: Bless The Broken Road Ahead](#) (June 28, 2020)

10. Newton Student, Family, and Staff Surveys (July 6-13, 2020)

A District Restart Committee gathered and analyzed that stakeholder input, reviewed the relevant research and key resources, and compiled a working draft. Thanks go to all members of the committee for their commitment and work ethic to get this plan produced in a short period of time:

Meghan Braccioforte	Samantha Castro	Mary Decker
Angela Dunbar	G. Kennedy Greene	Ryan Hashway
Alexandra Hathaway	Jessica Kucz	Kenney Lutz
Carol Marinaro	Erin Marmara	Elysia Ochs

Jennifer Pasquali	Jean Perrier	Araceli Rosencranz
Alfred Savio	Joel Schmiedeke	Karen Thibault
Joseph Van Kirk	Richelle Van Luvender	Scott Zymet

But this is only a starting point. As our school committees, educators, and families digest the information herein, additional questions and issues may arise. The district is committed to working closely with our school community in the coming months to put supports in place to implement this Plan. We know our schools will continue to engage with all stakeholders to address unique needs, building on meaningful input, expertise, and experience to develop a safe and healthy path forward.

School Committees (Pandemic Response Teams)

Each school (Merriam Avenue School, Halsted Middle School, and Newton High School) has formed a committee that will also serve as its pandemic response team. The committees will adopt appropriate site-specific measures for reopening and operating their school buildings and communicate those measures to their staff, students, and parents.

At a minimum, the school committees will be responsible for:

- Overseeing each school's implementation of the district's reopening plan, particularly health and safety measures, and providing safety and crisis leadership;

- Adjusting or amending school health and safety protocols as needed;

- Providing staff with needed support and training;

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

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

- Providing necessary communications to the school community and to the district; and

- Creating pathways for community, family, and student voices to continuously inform the committee's decision-making.

Guiding Principles

1. The move to fully remote learning in March 2020 was unexpected, and yet we achieved considerable progress facilitated by years of focused action on core strategies such as student-centered learning, blended instruction, social-emotional learning, trust-respect-support, mental health, community schools, and educational equity.

2. There will be no opportunity to return to a pre-COVID normal until a vaccine is fully deployed, which we do not anticipate prior to the end of this school year. Whether it should be our goal to return to a pre-COVID normal after that is an open question.

3. We must plan for hybrid instruction as a preferred model for 2020-21 and fully remote instruction: (a) for students whose parents choose not to send them to school; and (b) if a viral reemergence occurs.

4. Fully remote instruction has been analyzed based on our three months of experience and will lead us to continue what worked well and adjust what did not work as well.

5. Hybrid instruction will be a customized program of in-person and remote teaching based on student needs and developmental appropriateness that accelerates our path toward more student-centered learning.

Recommended Change to the District Calendar

The administration recommends the following changes to the district calendar that would delay the start of school for students to allow staff additional time for instructional preparation, professional development, and training on new health and safety protocols.

- **Revise the first day of school for students to become Tuesday September 8, 2020.** Staff would have four consecutive in-service days (September 1-4) to begin the school year.

- **Revise October 12, 2020 (Columbus Day) and January 18, 2021 (Martin Luther King Jr Day) to become instructional days for students and staff.**

- This recommendation would maintain the 180 day school year as originally planned.

Contents

This plan is organized by topics into five sections: Page

Community Input

Surveys were conducted with Newton Public Schools families, staff, and middle and high school students between July 6 and 13, 2020. The results of those surveys have been infused into the elements of the plan that follows. Key responses are being presented here to communicate the scope and focus of community input. Ranking indicates priority of responses (e.g., a rank of 1 indicates this was the most popular choice by that group).

Responses	Family	Staff	Students
	538	193	72

Grade Level	Family	Students
pk-4	46.5%	--
5-8	33.1%	23.6%
9-12	71.0%	76.4%

My family has access to reliable internet service.	Family	Students
Yes, we have the internet, but it is slow or often doesn't work.	13.1%	23.6%
Yes, we have access to reliable internet service.	81.7%	72.2%

Considering your experience with fully remote instruction in Spring 2020, please select the TOP THREE ACTIVITIES you would prefer to see as part of remote instruction in Fall 2020.	Avg Rank	Family Rank	Staff Rank	Student Rank
Assignments that can be accessed and completed at the student's own pace	1	2	2	1
Live meetings or lessons with teachers in smaller groups of students	2	1	1	5
Live meetings or lessons with the teacher and the whole class	3	4	4	2

Considering your experience with fully remote instruction in Spring 2020, please select the TOP THREE PRIORITIES for the use of time as part of remote instruction in Fall 2020.	Avg Rank	Family Rank	Staff Rank	Student Rank
Strategies to succeed in remote learning environment	1	1	1	1
Real world applications of new learning	2	2	3	2
New academic content	3	3	5	3

Many health standards are important to consider when we reopen schools. In addition to the ones listed,* please identify your TOP THREE HEALTH PRIORITIES for returning to school.	Avg Rank	Family Rank	Staff Rank	Student Rank

Daily temperature screening for students, staff, and visitors	**1**	1	2	1
Face coverings required for students (they will be required for staff and visitors)	**2**	3	1	2
Flexible movement for students in and out of remote instruction by parent choice	**3**	2	4	2

* Other identified health standards included:
- Staff and students staying home when they are sick;
- Daily health screenings by trained employees;
- Frequent hand washing and hand sanitizing;
- Physically/socially distanced classrooms and other learning spaces;
- Face coverings for staff, students, and visitors;
- Regular messaging emphasizing how to prevent spreading illness;
- Enhanced cleaning and sanitizing of all classrooms, restrooms, buses, touchpoints, etc.; and
- Isolation based on symptoms with contact tracing for confirmed cases.

When schools reopen, how strongly would you support each of the following hybrid or remote options subject to the option being age- and developmentally-appropriate? NOTE: Remote learning can take place at home or in a large group space within the school based on parent choice.	**Avg Rank**	Family Rank	Staff Rank	Student Rank
Hybrid daily sessions: Students attend in-person on certain days each week and complete assignments remotely on the other days.	**1**	1	1	1
Hybrid partial-day sessions: Students attend in-person in either the morning or afternoon and complete assignments remotely on the other portion of the day.	**2**	2	2	2
Remote learning full-time	**3**	3	3	4
Hybrid weekly sessions: Students attend in-person on certain weeks then complete assignments remotely on other weeks	**4**	4	4	3

Which topics would be important for us to offer parents as training opportunities (please check all that apply)?	**Family Rank**
Hybrid and remote learning	1
Student centered learning	2
Social emotional learning	3
Virtual meeting platforms	4
Learning management systems	5

Which topics would be important for us to offer students as training opportunities (please check all that apply)?	**Student Rank**
Personal mental health/self care	1
Cultural competency/anti-racism	2

Student centered learning	3
Social emotional learning	4
Hybrid and remote learning	5

Which topics would be important for us to offer staff as training opportunities (please check all that apply)?	Staff Rank*
Hybrid and remote learning	1
Social emotional learning	2
Virtual meeting platforms	2
Family engagement	4
Google Suite for Education	5

* Social emotional learning and virtual meeting platforms received the same number of responses.

Which of the following statements best describes your overall feeling about returning to school as compared to fully remote instruction?	Avg Rank	Family Rank	Staff Rank	Student Rank
Will return based on whatever safeguards the school district puts in place.	1	1	2	1
Will return if social distancing, hand washing, face covering, and health screenings are required.	2	2	1	2
Will return when there is a vaccine available.	3	3	3	3

At this time, are you feeling comfortable with a return to school to start the 2020-2021 school year?	Avg Rank	Family Rank	Staff Rank
Yes	1	1	1
Unsure	2	2	2
No	3	3	3

- 58% of families and 47% of staff replied "Yes".
- 28% of families and 33% of staff replied "Unsure".
- 9% of families and 13% of staff replied "No".

Survey Comments

The following are representative responses.

On Health and Other Basic Needs

Families

1. Our children's mental health should be a priority! Virtual instruction is not an effective way to instruct elementary level children. I will send my children in the fall and do not want them wearing masks.
2. Provide sanitizer stations, conduct as much outside as possible to reduce mask wearing.
3. Not at this time but I'm comforted to know help is there.

4. I am concerned about my son's individual education plan being met through distance learning. I believe it is necessary for him to return to school to receive adequate hands on instruction as long as proper cleaning procedures and personal protective equipment are utilized by staff.
5. How are the Newton Public Schools addressing the cafeteria seating situation for lunch, breakfast, etc.?
6. Even though we have medical issues, that does not impact how we go about living our lives and we need to return to normalcy as soon as possible.
7. There is a lot of anxiety about school expectations.
8. Our family's overall health is fine but our children need to be in school. Socializing and learning are extremely important at their age.
9. If the school reopens, I think that those of us who have compromised immune systems and are concerned about sending our child to school during a pandemic should be allowed to keep their children home. Parents should also receive help with remote learning.
10. Sending my child back to school means ensuring that those who work at the school will be as caring, diligent, and serious about daily precautions.
11. We're just very scared, as I'm sure most people are right now. Besides worrying about keeping others safe, we worry about our kids too. We have observed the neighborhood children playing together, mixing families, no masks, and no social distancing.
12. Open and honest communication from the school.
13. I want the kids to go back to school, but due to health concerns, just very concerned about returning to school with the way things are right now!
14. I do believe that my son needs social interaction with other kids his age, but I don't believe that school aged children will wear masks or social distance while in a school. Most of the adults in the country couldn't follow mask and social distancing rules, so I don't think a child would either.
15. I do not believe my child should have to wear a mask during the school day. I believe it is a negative to their health wearing one in class.
16. There is no cure for this so I don't think the kids coming back to school is right.
17. I think everyone that enters the school must have their temperature taken. I don't think wearing a mask all day is best for the kids or faculty. Spraying down the desk and chairs before someone uses it would be best to cut down on germs.
18. While my children are eager to get back to school, they both understand that we are in a unique situation and are willing to work remotely for as long as is needed.
19. I appreciate the school's communication with the parents throughout this ordeal, but would appreciate some consideration for the working parent that cannot be home or in the area between 8 am and 3 pm.
20. We are in pretty good shape right now, thank you very much. I look forward to hearing about the plans for the new year and having a chance to chat with her next teacher!
21. As a family it really helped a lot when you offered the food packages and pick up at school.
22. Request teachers have masks that allow children to see their mouths when speaking. My daughter has had hearing issues in the past and being able to see teachers speak helps to reinforce what she hears.
23. My daughter is claustrophobic and feels like she can't breathe after wearing her mask for long periods of time. I'm not opposed to her wearing it for long periods, but feel that AC makes it easier to handle as opposed to heat and humidity.
24. Nutrition plays a huge part in your health. Teach students about proper nutrition.
25. Continue weekly pantry, fresh veggies/salads, etc. as have been provided.
26. My daughter has extreme anxiety and has not been doing well at home. We have been getting outside counseling but school and the help she gets at school is important.
27. My biggest concern is the ability of Newton school to keep my children safe with a virus that's airborne.
28. At this time we do not need help with basic needs. However, I want my daughter to attend school or have extra help.

<u>On Remote Instruction Last Spring</u>

Families

29. Weekly progress updates are needed to make sure students are on track.
30. It was difficult organizing the schedule for classes that did not meet regularly. They were easy to miss.
31. Small groups of students can do virtual physical education every day. Running, pushups, etc.
32. More interactive meetings for class instructions with Zoom or Google Classroom.
33. I felt like if the kids had more of a schedule, like they do in school, it would be easier for them to stay on task and get their work completed.
34. My son reacted best to seeing other students and teachers. He wants to have things like show-and-tell that allow the kids to interact with one another to increase the fun part of class and socializing between the kids. The i-Ready assignments were way too long in our opinion.
35. Improved communication from teachers with students.
36. They really need to be able to interact with other students everyday to learn and become a well rounded individual. Work should be ready by 9am at the latest, not receiving emails half way through the day stating something needs to be done.
37. What is the plan for socializing children in the classroom and online?
38. More communication with student progress updates. We found out too late about missing or late assignments.
39. Cross communication among teachers as it relates to the student's workload would be helpful, or at least an understanding of time requirements for each class.
40. Students should have required meetings, not just assignments.
41. Need to have instructions on one site not on various avenues such as Google Classroom, then email, then others. Too confusing for students.
42. I hope teachers are asked to provide more lessons via Google Classroom in place of daily assignments, kids watching videos, or reading chapters.
43. The most challenging experience with online school was a lack of uniform structure. I understand that all teachers have different methods and all children learn differently. I also understand that this was thrown at us without prior experience. Some of the teachers provided online step by step instruction that could be reviewed multiple times as needed to understand the process of the assignment. Some of the teachers provided an outline of what assignments were expected to be completed by the end of the week and which were due by the end of each day. Some teachers provided daily Google Meet meetings and office hours. Some were also readily available at any time when a problem arose. These tools were extremely helpful.
44. Remote learning was not successful in my house. My kids did not want to do work at home as they did not understand the separation between school and home life.
45. One of the biggest challenges with remote learning is being a working parent and the difficulty of balancing work responsibilities and the student's work. Paper packets with online supplemental activities worked best for us, but we do understand this may not be a feasible option for all grade levels/students. The live Google Meets with the teacher and other students were great and something my son looked forward to weekly.
46. I really think it's necessary to standardize delivery and resources, like a Blackboard system, so children know what to expect from class to class.
47. Have all teachers utilize the same online tools (weekly summaries, Google classroom, etc).
48. Be aware of the difficulties parents face with remote learning and how difficult it is to keep kids motivated. It's important to have daily interactions with the teachers to keep them motivated. Also flexibility in work due dates is appreciated.
49. YouTube videos with a lesson, especially in math, were a tremendous help. I hope that is continued.
50. My child did very well with remote learning as he was able to do a lot of work on his own time which made a big difference where he could wake up naturally, complete the work on his time, and did very well with it.

51. Internet service is slow.
52. Therapists and teachers should ask parents for feedback (meeting, email, phone call, etc.) to discuss how it's working for the child.
53. My child works well remotely but needs feedback from teachers: example great work, good writing, etc. to let her know she is doing well. Sometimes finding the assignments and where to click can be frustrating. A little more instruction on how to access them would be great.
54. It was not accessible and no one helped us when they were informed of our difficulties.
55. I was disappointed that some teachers would post an assignment and not be available to answer questions.
56. Learning new content, especially in math, was very difficult remotely. When the children were in school, they had the opportunity to access a peer tutor. Perhaps, you can consider peer remote tutoring.
57. I found that my daughter worked best with paper worksheets. Maybe a way to have work sent to be printed out to help with penmanship and not having to stare at a screen the whole time.
58. No. The school professionals are doing a good job, better than I thought.
59. My daughter would benefit from interaction with her peers even if that means they need to meet in a socially distant setting like the gym or field. She spends so much of the school day on her device both learning and doing assignments there's little down time. Peer relationships are so important and it was hard to connect during the spring remote learning.
60. Pick one method of communication, be it Remind, Google Classroom, email etc. and mandate it. We had significant stress keeping up with the excessively varied methods last year. The same with video conferencing with Zoom, then Google Hangouts/Meet, then some teachers switched again to WebEx. Too much. Pick one, and make it the only one.
61. Since the timeline of online learning for a school day is fewer hours, I suggest classes begin later in the morning, if there is going to be a virtual class session.

Students

62. I think that having an online course that is similar to in class learning is a good way for students to learn what needs to be learned. Making a classroom digital is a good idea, and I feel that the information given in the classroom should be the same for remote learning.
63. I understand it is difficult to make learning as easy as in class instruction, but I know me and other students want the education that will benefit our futures.
64. Make it more organized.
65. Later meeting times, stricter enforcement on behalf of students attending meetings, work due at your pace, meetings with the whole class rather than 1 on 1.
66. Remote learning was very difficult as I was getting so much work I was overwhelmed.
67. During remote instruction, it felt as though teachers were assigning too much work too quickly. As an ACP student, I felt like I was given the workload of an Honors student.
68. I struggled greatly during the online learning portion of the year with a number of things. The top issues I faced were a lack of motivation, lack of teacher feedback, and completely being in the dark about what grades I would receive or how I was even doing. However, the teachers were very understanding when it came to my wifi issues or if work was turned in a day late.
69. Working at your own pace of learning is preferable to virtual meetings.
70. I would like it if all assignments could be assigned before, say, 4:30 pm.
71. Remote instruction was very difficult to have experienced when having below standard internet access. Concerning lessons with the teacher and the whole class, it was very difficult to remain in the live lesson. I would constantly be disconnected and not have obtained the vital information needed to properly and satisfactorily pass an assessment.

Staff

72. I think the SEL component goes hand-in-hand with strategies to succeed in the remote learning environment. As far as meetings as a class goes, it was beneficial to have a meeting at least once a week as a whole group to provide instruction, discuss, and check-in. I made myself available to help one-on-one on a need by need basis. It was scheduled through email rather than just staying online for the entire class period, which was much more time-efficient. I did initially try the latter option, but it was ineffective in terms of having students show up.

73. I am concerned that the proper supports will not be in place for us to safely transition back into a brick and mortar educational setting. We need the support of administration and the board now more than ever.

74. Students' internet service and mine was a problem but I don't know how the district can change that. Each department will need to meet with the IT department every week because the needs we have are completely different and when we meet in small groups, we can ask specific questions. I think counselors will need to meet with their students very often because students need to discuss their progress and how they feel about their present situation. We should not wait until the end of the marking period to identify students who are struggling. Counselors could also talk with parents/guardians to see if they are able to support their students during remote learning. I noticed that parents did not know that they can access Google Classroom summaries, or they did not even check their emails.

75. Mainstreaming lines of communication with staff and teachers would be beneficial. It was difficult to keep track of multiple platforms for communication (Remind, Google Classroom, email, phone calls, Google Meets).

76. Students went through various phases of engagement during remote learning. I think this could have been mitigated with regular structure that resembled our normal school schedule. Activities that could help this would be daily attendance, regular/daily class meetings, and closer monitoring of student workload especially for higher performing students.

77. My teachers took extra time to consult/talk/text and email daily/weekly to support me. Very helpful, without this I couldn't support my one on one student and maintain success. I feel I'd need the same support since the needs constantly change.

78. I had several students who never participated in any meetings, did any assignments, and some who never logged into Google Classroom. If there is a way to encourage participation from those students, maybe some sort of reward system.

79. Run the actual school schedule. Each teacher should meet with the class each day for attendance and lessons. Class meetings should be mandatory for the students, not just the teachers. Students and teachers should have to show faces during meetings. Part of a teacher's job is to check on the health of students.

80. I honestly really enjoyed remote instruction. If there came the opportunity for some staff to volunteer to be full time remote teachers, I would love that!

81. Simplification of online work, schedules, login/passwords.

82. More accountability from students during designated school hours.

83. I am a teacher assistant and did not participate in online teaching but I'd be happy, with instruction from the teacher, to help out with that. I am also willing to physically go to school to assist. I did a lot of online training that was provided for me this spring that was very helpful.

84. Teachers must have the ability to readily access various apps as needed. Funds to purchase these apps and the ability to easily install apps on our chromebooks is critical. Examples would include an app to convert PDF files and upgrades for the learning management system so instruction can be improved. A camera should be installed in classrooms so students who cannot attend school may have a live feed into a lesson or access the video at another time.

85. It would be extremely beneficial for parents to learn how to assist their children at home. We need to provide instruction for parents on how their children should be completing the work.

86. I may need some flexibility in my schedule to accommodate my own children's hybrid school schedule.
87. Quick tech refresher for Zoom, Webex, etc. for those who do not start with online classes.
88. I think it is imperative that the students meet regularly with their teachers. One part involves academics and another part involves the social and emotional support our students need.
89. In my experience with fully remote instruction, I saw very little student accountability, with some students doing little or no work. Teaching students to be responsible is vital for their emotional growth, especially at a time when so many people have little control over their circumstances.
90. Students who need a multi-sensory approach to learning really struggle with remote learning. Since we shared many supplies in the class throughout the day, students did not get their hands on experience they required for success. I am optimistic that we will have more success with remote instruction in the coming year.
91. Internet accessibility at home was sometimes very difficult.
92. Consistent updates on new or different tech issues.
93. Authentic remote learning assessment discussions - how are teachers assessing, what has shown to be helpful, what has shown not to be so helpful.
94. I truly believe there needs to be clear expectations. During last school year, we did not have much time to prepare before we were fully teaching remotely. Clear expectations will support all involved.
95. I think it would help to have time to plan units of study with grade level teachers.
96. Online instruction was difficult with young learners with special needs. They require parental support to engage in online learning and have limited ability to attend for longer than 10-15 minutes. Concrete learning materials seem much more beneficial.
97. We need to involve parents to be more active in helping students manage their time. Google Meets must be mandatory either online or telephone since Google Classroom allows that and perhaps a tutorial on how to manage Google Meets and Google Slides.
98. It was difficult but I didn't really have any issues other than no communication at all from a few students/families. I would like to see some kind of support in that area.
99. I have gained a lot of useful skills through training since March. I still need help with ways to run a Google Classroom meeting, such as how to run a video while on line with the students.
100.   Ways to build rapport with building a "class group" with students who do not know one another.
101.   An application such as Google Voice, where we can provide students/parents a number to reach us while still maintaining our privacy and with the ability to turn it off during non school/non work hours would be beneficial. I would prefer not to transfer my office phone to my cell phone.
102.   A school wide policy on accountability. Students need to be held responsible for completing work and taking part in remote learning. This will help teachers get started on the right foot in the fall.
103.   I would like to learn more about how to use project based learning in conjunction with remote instruction.
104.   Better way to monitor at risk students.
105.   It is necessary to have breaks when so much time is being spent on a computer. Students and staff need time when no one is expecting them to respond to an email, etc. I think many students became overwhelmed by the amount of emails that they were receiving. Although I understand that we need to be flexible, I think some criteria needs to be established upfront. Students need to be informed of standard policies concerning appropriate attire and conduct for remote class instruction situations too.
106.   While there is a plethora of free remote learning resources, professional training specifically targeted for remote learning would be very helpful, so that teachers have an idea of what the expectations and possible limitations are that we will be faced with moving forward.
107.   How we can better assist our families so that they understand the importance of helping their students and participating in their learning, lessons and activities.
108.   The opportunity and time for planning and preparation for remote instruction, as well as the opportunity to learn and become familiar with new remote instruction platforms.

109.   Detailed information for staff regarding student/teacher/administrator expectations, social emotional needs of our students, time and resources to develop units and lessons for remote learning.
110.   Communication is essential for staff and students to be successful. In my experience since March, the students miss social interactions with teachers and assistants. They lost motivation to learn because socializing was non existent. Personal connection is important to their learning experience. Fear and having no control over the situation caused staff and students to not take learning remotely seriously. These were concerns students expressed themselves. There are no easy answers to any of this.
111.   In my capacity as a teacher assistant, I would need access to a chromebook in order to participate in remote instruction. I would also need training if using instructional programs that I may not be familiar with.
112.   Assistants need to be given a more specific role during online learning as to how to better support the students and teachers.
113.   It would be beneficial for teachers to get help contacting parents, so teachers can focus on instructing and helping the students who are active.
114.   During the spring, I found that the students that were the most successful were the ones that had a schedule.
115.   Establishing higher accountability for students when it comes to attending class meetings/lessons and completing work, while also considering that making a rigid schedule may not work for some families.
116.   The safety of our students and staff has to be the top priority.

On Hybrid Instruction This Fall

Families

117.   If possible I'd prefer the full remote learning. Maybe the class can be sectioned and the teacher can virtually teach each section at a certain time via Google Classroom.
118.   I would like to send both children, but it would depend on the school's plan and implementation as well as the data in NJ closer to the start of school. I would appreciate the opportunity for flexible movement in and out of remote instruction by parent choice.
119.   Since the number of infections may go up, I may feel like I need to keep him home from school. However, I'm willing to send him if the numbers stay as they are now because going back to school will improve his mental health.
120.   Consistency in my son's education is my main concern. I love the idea of him going every day for a half day and then working on assignments remotely for the other half. I am afraid a constantly switching schedule wouldn't be good for him, and I will consider remote learning if that is what is implemented.
121.   I totally plan on sending my children as they need actual schooling as part of their education provided the school takes appropriate steps to sanitize the school and makes sure students utilize hand sanitizers and wash hands frequently.
122.   Students should attend the school, alternating days if necessary.
123.   While I understand the government's intention of helping families return to work and school, schools need to develop realistic schedules that accommodate parents who cannot work from home. Half-day schedules cause problems with child care, and if students only report to schools on specific days, schools need to have clear online schedules to keep students accountable and engaged.
124.   I think children should be in school part time to reduce the amount of children in school at a time and to promote social distancing. If not possible, I'd want my children home 100%.
125.   I would suggest 2 to 3 days in a row of one modality, then switching to the other. Switching back and forth on a daily basis will be extremely stressful and difficult.
126.   Another consideration would be for the students to stay in one classroom for a few periods and have the teachers switch. This may not be feasible on the high school level, but may work with the other grades.

127.   Prefer not to have hybrid instruction. Online work did not help my child.

128.   We do not feel at all comfortable with the school opening guidelines put out by the state. Remote instruction in the fall for a majority of students appears to be the most prudent course of action. That leaves the school available for social distancing of students who have to be physically present.

129.   I fear hybrid learning will put more strain on families.

130.   As parents of children with developmental delays, our greatest concern is to find a balance between safety and having them receive the necessary services that have been assigned to help them progress academically and functionally.

131.   In talking with other parents, there are several of us supporting the return to school and getting our children back into a routine. The kids have been socializing in person using common sense for the last month or so.

132.   Putting aside the need for student safety and well-being, which are a given, kids need to feel a sense of belonging and that they are engaged in their learning. Academic or SEL, these should be at the center of the back to school instructional plan. Thank you for all you are doing during this unprecedented time to make a safe and positive return possible for our kids.

133.   My children need the face to face of teaching or more work if being taught from home. The end of Spring 2020 was an academic disappointment, and I feel like my kids are not learning what they need to meet the standards of next year.

134.   I believe that statistics should determine reopening.

135.   Perhaps the half day schedule every other day would be good for the younger kids so they don't have to wear masks as long. Then remote learning the rest of time. That would make me the most comfortable if I had to choose a hybrid schedule.

136.   I do understand that some learning may need to take place differently, but as a single working parent there is no way I could accommodate partial or certain day schooling.

137.   I am just hoping for a better structured virtual learning this year. If there is anything I can help support you all with, please reach out as we truly are in this together!

138.   I think all school-aged children need in-person learning/interactions with teachers and other students, assuming of course it's done in a safe manner. Teaching at home, while hard at times, is doable, however the social aspect is impossible to replace, especially for younger children. My wife and I are confident in the safeguards that our governor (and the district) will implement to get our kids back to school this fall..

139.   I think in school learning and at home assignments alternating would be a good hybrid model.

140.   I think the biggest concern about hybrid education would be communication between teachers and students/parents. This has to be well organized so that the confusion that happened in the spring doesn't happen again. If all the teachers could follow the same basic patterns of communication, that would help.

141.   The hybrid model of half days is not a wise option because the school will not be sanitized properly between morning and afternoon students. Hybrid alternating days for students is better because school can be cleaned more thoroughly after and before school in between groups of students. Weeks on and off will cause students to shut down and lose interest.

142.   My children wish to continue remote learning and have the option to attend on either certain days of the week or if there are certain weeks assigned to them to attend in person.

143.   We are hoping that there is some coordination between the high school and the sending districts.

144.   As of now, I believe it is important for our children to return to a physical school environment in some capacity. If the rate of infection in our state remains low, then I am all for moving forward in some way. What that looks like, I'm not really sure. I do not believe there is any easy solution - what works for my family will not work for others.

145.   My child struggled with remote learning. She needs to be in a structured learning environment with in classroom accountability and direct teacher instruction.

146. My suggestion is to have the high school students do online learning and open these classrooms to the middle and elementary school to make classes smaller and have a regular school day.
147. I want to make sure that my kids are treated fairly and receive the same support as a child who is physically attending school.
148. I think we should try as hard as possible to be able to actually go back to school and have school in person. The two hybrid options where you either attend morning or afternoon, and where you go to school certain days of the week, also seem like good second options.
149. Having choice will help greatly. If we send our kids and they come home and we ask them questions, and the answers make us wary of protocols not being followed how we would like them to be, being able to choose to keep them home and continue remote learning will be a relief.

Students

150. 9/10 grade students should be in-school three days a week. 11/12 grade students should be in-school the other two days. The rest is virtual learning.
151. It's unhealthy to wear a mask all day so something needs to be done to deal with that. I really don't have a problem not wearing one in the classroom and just in halls, etc.
152. I feel that as students, an overabundance of safety guidelines and forced social distancing will cause both a stressful and unproductive learning environment. Additionally, please ensure that with hybrid days, learning is not going to suffer. If a student attends school and learns lessons in the morning, but then completes all the days work at home, it may cause the school day to never end for the student, for they will need to reteach themselves the work when they are at home and on their own. Furthermore, for me at least, hybrid learning may throw off my work and focus, for if one day I am learning information one way, and the next I am teaching myself, it may be harder to comprehend work on those days.
153. Quality lessons, being with all peers not just half of the alphabet, and keeping parents involved are all extremely important. Keeping the staff safe is equally important.
154. As a student with hearing issues, I heavily rely on lip reading when being taught and in conversation. Masks block this option for me. For this reason, I ask the district to deeply consider that teachers wear masks with clear plastic windows that reveal their mouths or use another alternative that allows students to lip read. I am one of many students who this will benefit, and without it, we are placed at a disadvantage amongst our other classmates.
155. I find that having a set schedule of what will take place during the week for each class greatly improves my ability to complete tasks, since that is what I normally receive during in-person schooling.
156. I would feel unsafe being at school with kids who refuse to wear masks when social distancing is not possible.
157. I really want to return to school. Please make this possible.
158. I would be fine with doing the virtual learning, if the cases spike and we have to do it.
159. I would personally like to head back to school for in person learning as soon as possible because I want to experience my senior year as best as I possibly can. I cannot wait until this goes back to normal and I want to go back to school with as little change as possible and only having the basic and necessary safeguards for this situation. I miss my teachers and my learning environment greatly.

Staff

160. While I desperately want to get back to seeing my students, I am concerned that it will be hard to socially distance and be safe.
161. Keeping students with special needs away from other people when they cannot communicate when they feel ill is concerning to me. Constant changes to their schedule is difficult for them, so something concrete and definite should be in place on day one so they get used to a new schedule.
162. Special ed students need to return to full time instruction unless they have health issues.

163. We need to be prepared to present our expectations to families by respecting and assisting with their circumstances but at the same time raising accountability.

164. Please take all health factors into account. I miss my students and coworkers tremendously, but it is also extremely important that I keep my family safe during such uncertain and trying times.

165. I am worried about child care when I return to work with hybrid instruction. If I have to work in the building five days a week and my child only attends school part time, I am worried about finding child care for him and for him being able to complete assignments remotely from whatever child care situation works out for us.

166. My biggest dilemma with hybrid school is the potential for teachers to have to plan both in-person and virtual lessons while not having enough time in the day to plan these. Hybrid days would need to consist more of 'all math classes today' rather than specific periods so hypothetically I am not teaching in person to one class the same content that I need to teach virtually to another.

167. I look forward to finding a way to meet the needs of all our students as we find ways to take care of staff concerns as well. With care and commitment to safeguarding all, I know we can make this happen.

168. This spring we reacted to an emergency and, with good reason, were very understanding in our responses to the challenges our students faced. However, I think it is essential that we rededicate ourselves to upholding reasonable academic standards if this hybrid is going to take us through the school year. We must be prepared for the next school year and find reasonable ways to allow our students to succeed without sacrificing the appropriate challenge of rigorous academic standards.

169. It would help to have guidance, patience and understanding by all, as we are still dealing in times of uncertainty.

170. I am concerned with students in our age bracket not properly distancing and/or covering their mouths or noses when coughing or sneezing if masks are not required. Also I have concerns with juggling whatever schedule is decided upon for hybrid learning for my children.

171. I had much positive student feedback from remote instruction. I found creative ways to allow students to work in an asynchronous format and learn via projects that involved things like photography (chemistry scavenger hunt) and helping around the house (how can you improve the environment starting with your home environment). Students did open ended research and were encouraged to do simple science demos using home supplies.

172. I'm concerned about the planning time that will be needed for hybrid instruction. During remote learning, I felt like I was on my computer all day. Planning for both in-class and remote learning will require a lot of time. But I do feel that hybrid instruction is the best option.

173. Clear expectations and direction must be provided to parents, students, and staff members.

174. I am concerned that sick students will be sent to school regardless of parents being asked to keep their child home if they are sick as this has been an on-going issue even pre-Covid. Medically for all to be kept safe, sick individuals must be kept home, social distancing must be followed, hand washing must be enforced, or many can fall ill.

175. Concrete materials need to be sent home to special needs students to support instruction.

176. Following a specific schedule would be helpful to reinforce consistency for our students.

177. I believe that a 1/2 day (am and pm sessions) would be ideal for preschool and kindergarten.

178. Class sizes need to be smaller in the remote learning world, and it seems to me in the classroom, until we have a vaccine.

179. The fear of returning to a potentially life altering situation is heavy on my mind. Constant reminders of the responsibilities of the staff and students to remain vigilant needs to be stressed on a daily basis.

180. Parents and students should be given a school wide expectation for completing work during remote/hybrid learning. I do not feel safe returning with a hybrid model. Until we have a vaccine, I do not think it is a safe choice to bring a large amount of people back into the building. It would be more beneficial to do online teaching where students can get direct instruction and no one needs to fear the spread of the virus.

Health, Safety, and Facilities

1. **General Health & Safety Principles** - The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of spread increases in school settings as follows:

    1.1. Low Risk: Students and teachers engage in remote classes, activities, and events.

    1.2. Moderate Risk: Small in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix, where feasible. Individuals remain at least 6 feet apart and do not share objects (e.g., hybrid, remote and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).

    1.3. High Risk: Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities. ***Note: This school setting is NOT an option for us until the State declares that a vaccine has been developed, tested, approved, and widely administered.***

2. **Promoting Healthy Behaviors**

    2.1. Attending School (NHS, HMS, MAS, AUX)

        2.1.1. Staff and students should stay home when they are sick.

        2.1.2. Staff and students must stay home if they have tested positive for, or are showing, COVID-19 symptoms. Staff and students who have had close contact with a person with COVID-19 should also stay home, quarantine for fourteen (14) days, and monitor their health. (see pg. 49 for DOH guidelines)

        2.1.3. The State has issued an incoming travel advisory that all individuals entering New Jersey from states with a significant spread of COVID-19 should quarantine for fourteen (14) days after leaving that state.

        2.1.4. Encourage sick staff and students to stay at home without fear of reprisal.

        2.1.5. Eliminate perfect attendance awards, citing staff attendance on annual performance reports, and assessing schools based on absenteeism.

    2.2. Immunizations and Individual Health Care Plans (NHS, HMS)

2.2.1.   All students must be up to date on their immunizations (excluding medical and religious exemptions). If parents are unsure of what vaccines your child needs, please reach out to the pediatrician or school nurse. If a child is not up to date on immunizations by the first day of school, **s/he must remain on remote instruction until proper documentation is received.**

2.2.2.   Any student who currently has or will need an Asthma Action Plan, Epipen Action Plan, Diabetes Care Plan, or Seizure Action Plan must have their updated plans to the school nurse by the first day of school. These plans must be updated yearly. If the school nurse has not received updated documents by the first day of school, **the child must remain on remote instruction until proper documentation is received.**

2.2.3.   In order to comply with CDC recommendations, **nebulizer treatments will no longer be able to be done in school**. If parents have an order for a nebulizer, consult with your doctor to see if an inhaler would be appropriate for the school setting.

2.2.4.   Our school policy requires all medications, including over the counter medications, to have a new physician's order with the parent's signature each school year. The medication also must be in a new original container and/or prescription bottle with the child's name on it. Medications must be dropped off by a parent.

2.2.5.   Parents should make sure their contact information in Powerschool is updated with valid phone numbers, emergency contacts, and doctor's name and number. If a child becomes sick during the school day, **s/he must be picked up promptly in order to reduce exposure to illness for staff and other students.**

2.2.6.   If a child has a temperature of 100.0º Fahrenheit or greater, s/he must remain out of school for a minimum of seventy-two (72) hours (three days), but will be able to participate in remote instruction.

2.2.7.   All required health forms can be found on each of the school's web pages under Nurse's Corner.

2.3.   Hand Hygiene and Respiratory Etiquette (NHS)

2.3.1.   Teach and reinforce handwashing with soap and water for at least twenty (20) seconds and model frequent practice among students and staff.

2.3.2.   Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately.

2.3.3.   If soap and water are not readily available, hand sanitizer that contains at least sixty (60) percent alcohol should be used.

2.3.4. Build in the practice of handwashing during transition times, when feasible.

2.3.5. Provide adequate supplies for healthy hygiene behaviors, including soap, hand sanitizer with at least sixty (60) percent alcohol, paper towels, tissues, disinfectant wipes, no-touch trash cans, and face coverings.

2.4. Social Distancing (NHS, HMS)

2.4.1. Social or physical distancing means staying at least six (6) feet (about two arms' lengths) from other people.

2.4.2. Seating/desks in classrooms will be spaced at least six (6) feet apart. Desks are to be turned to face the same direction rather than facing each other. Students are to sit on only one side at tables.

2.4.3. When this physical distance is difficult or impossible in a classroom (e.g., when students or staff are moving about the room), face coverings must be worn.

2.4.4. Avoid close group learning activities (e.g., reading circles).

2.4.5. Consider keeping classes together to include the same group of students each day as cohorts. Limit mixing between groups/cohorts, if feasible.

2.4.6. Larger rooms (e.g., auditorium, cafeteria, gymnasium, library) may be used as remote learning spaces with social distancing or physical barriers in place between students.

2.4.7. Encourage use of outdoor spaces for classes, when seasonally appropriate.

2.5. Cloth Face Coverings (NHS)

2.5.1. Staff, students, and visitors are required to wear cloth face coverings indoors, and in outdoor public spaces when social distancing is not possible, unless doing so would inhibit the individual's health or the individual is under two (2) years of age.

2.5.2. Cloth face coverings are the responsibility of the wearer and must:

2.5.2.1. Fully cover the nose and mouth and be secured under the chin;

2.5.2.2. Fit snugly but comfortably against the side of the face; and

2.5.2.3. Be secured with ties or ear loops.

2.5.3. Parents are strongly encouraged to check the cloth face coverings their students are wearing before they attend school and assure they meet the standards above.

2.5.4.	If students or staff forget their cloth face coverings on a given day, a disposable one may be provided by the school, supplies permitting. Continued failure to bring cloth face coverings to school will be addressed by the administration.

2.5.5.	Enforcing the use of cloth face coverings at all times may be impractical for some young children or individuals with disabilities. Occasional breaks may be needed in classrooms for students and staff, but only when all are seated at least 6 feet apart. Staff are encouraged to use their best judgment.

2.5.6.	Individuals should be reminded not to touch the cloth face covering and to wash their hands frequently. Provide information to staff, students, and families on proper use, removal, and washing of cloth face coverings.

2.5.7.	Cloth face coverings should not be placed on: children younger than two (2) years old; anyone who has trouble breathing or is unconscious; or anyone who is incapacitated or otherwise unable to remove the face covering without assistance.

2.6.	Signs and Messages

2.6.1.	Post signs in highly visible locations (e.g., school entrances, restrooms, offices) that promote everyday protective measures, and describe how to stop the spread of germs (e.g., proper hand washing, proper wearing of face coverings).

2.6.2.	Broadcast regular announcements on reducing the spread of COVID-19 on public address systems.

2.6.3.	Include messages about behaviors that prevent the spread of COVID-19 when communicating with staff and families (e.g., websites, emails, social media).

3.	**Maintaining Healthy Operations** (HMS, MAS, AUX)

3.1.	The school nurse will be the point person for responding to COVID-19 concerns. A separate job description has been created for health trained assistants assisting school nurses with health-related tasks.

3.2.	Protections for staff and children at higher risk for severe illness from COVID-19. (NHS)

3.2.1.	Among adults, the risk for severe illness from COVID-19 increases with age, with older adults at highest risk. For example, people in their 50s are at higher risk for severe illness than people in their 40s. Similarly, people in their 60s or 70s are, in general, at higher risk for severe illness than people in their 50s.

3.2.2.	People of any age with the following conditions are at increased risk of severe illness from COVID-19:

- Cancer
- Chronic kidney disease
- COPD (chronic obstructive pulmonary disease)
- Immunocompromised state (weakened immune system) from solid organ transplant
- Obesity (body mass index [BMI] of 30 or higher)
- Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies
- Sickle cell disease
- Type 2 diabetes mellitus

3.2.3.   Reasonable accommodations will be made for students at increased risk of severe illness that limit their exposure risk (e.g., fully remote learning).

3.2.4.   Reasonable accommodations will be made for staff at increased risk for severe illness that limit their exposure risk (e.g., telework, modified job responsibilities).

3.2.5.   Reasonable accommodations will also be made for:

3.2.5.1.   Medically fragile students with Individualized Education Programs (IEPs);

3.2.5.2.   Students with complex disabilities with IEPs; or

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

3.2.6.   Currently there are limited data and information about the impact of underlying medical conditions and whether they increase the risk for severe illness from COVID-19. Based on what CDC knows at this time, people with the following conditions might be at an increased risk for severe illness from COVID-19:

- Asthma (moderate-to-severe)
- Cerebrovascular disease (affects blood vessels and blood supply to the brain)
- Cystic fibrosis
- Hypertension or high blood pressure
- Immunocompromised state (weakened immune system) from blood or bone marrow transplant, immune deficiencies, HIV, use of corticosteroids, or use of other immune weakening medicines
- Neurologic conditions, such as dementia
- Liver disease
- Pregnancy
- Pulmonary fibrosis (having damaged or scarred lung tissues)
- Smoking
- Thalassemia (a type of blood disorder)
- Type 1 diabetes mellitus

3.3. Daily Health Screenings (NHS, HMS, AUX)

    3.3.1. Parents are strongly encouraged to **take your child's temperature prior to sending her/him to school**. If the child's temperature is 100.0° Fahrenheit or greater, your child cannot attend school in person that day. Remote instruction may be provided, if the student is able to participate.

    3.3.2. Daily health screenings will be conducted upon entry into the school through temperature reading and symptom checking of staff and students.

    3.3.3. Multiple building entrances will be opened and staffed to limit social gathering before school begins. Building entrances will be limited to the number that can be screened by a team of health trained assistants, who will receive specific training on this role.

    3.3.4. All entrants are to stand at least 6 feet away from one another with face coverings required.

    3.3.5. A health trained assistant will take a temperature reading of each entrant to the building with a non-contact infrared thermometer and ask to confirm that the entrant feels well. If the temperature is above 100.0° Fahrenheit or the indication is that the person does not feel well, the individual will be escorted to the nurse's office for additional evaluation.

    3.3.6. Once students report to their first class of the day, teachers are to conduct a visual inspection of the group for signs of illness which could include flushed cheeks, rapid breathing, difficulty breathing (without recent activity), fatigue, cough, or extreme fussiness. If this inspection indicates a student is not well, the teacher should call the nurse's office. If no response, the main office is to be contacted for direction as to where to take the student for medical consultation.

3.4. Leaves of Absence

    3.4.1. Implement flexible sick leave practices that enable staff to stay home when they are sick, have been exposed, or caring for someone who is sick. Consider practices for telework.

    3.4.2. Flexible leave practices will also be considered for employees who need to stay home with their children if there are school or childcare closures.

3.5. Gatherings, Field Trips, and Extracurricular Activities (NHS, MAS)

    3.5.1. Adhere to all applicable social distancing requirements and hygiene protocols during any gatherings, field trips, and extracurricular activities.

3.5.2.   Be aware of local or state regulatory agency regulations related to group gatherings to determine if events can be held.

3.5.3.   Pursue options to convene athletic events and participation in sports-related activities in ways that minimize the risk of transmission of COVID-19 to players, families, coaches, and communities.

3.5.4.   Pursue virtual group events, gatherings, or meetings in lieu of field trips, extracurricular meetings, student assemblies, special performances, school-wide parent meetings, etc., as possible. Limit group size to the extent possible.

3.5.5.   Limit nonessential visitors, volunteers, and activities involving external groups or organizations, if feasible. All visitors intending to enter the school will be required to complete a health screening form to be reviewed by the school nurse. These will be placed on each school's web page and hard copies will be available in each school's secure vestibule.

3.5.6.   Require any external community organizations that use school/district facilities to follow these health and safety protocols.

3.6.   Staff Training on Health and Safety Protocols

3.6.1.   Train staff on all health and safety protocols remotely or ensure that social distancing is maintained during training.

3.6.2.   School nurses will provide specific instruction to health trained assistants for conducting daily health screenings and helping with health-related tasks.

3.7.   Support Coping and Resilience

3.7.1.   Encourage staff, students, and families to take breaks from watching, reading, or listening to news stories about COVID-19, including social media, if they are feeling overwhelmed or distressed.

3.7.2.   Promote eating healthy, exercising, getting sleep, and finding time to unwind among staff, students, and families.

3.7.3.   Encourage staff, students, and families to talk with people they trust about their concerns and how they are feeling.

3.7.4.   If you, or someone you care about, is feeling overwhelmed with emotions like sadness, depression, or anxiety, or if you are concerned about harming yourself or others, call 911 or the SAMHSA Disaster Distress Helpline at 1-800-985-5990 or text TalkWithUs to 66746 (TTY 1-800-846-8517).

3.7.5.   If you, or someone you care about, is experiencing domestic violence or is affected by abuse and needs support, call 911 or the National Domestic Violence Hotline at 1-800-799-7233 (TTY 1-800-787-3224).

3.8.   Minimize Stigma and Misinformation

3.8.1.   Fight stigma by supporting people who are coming back to school or work after completing quarantine or isolation period for COVID-19 exposure or illness.

3.8.2.   Someone who has completed quarantine or met the requirements to discontinue infection control measures does not pose a risk of spreading COVID-19.

3.8.3.   Inform the school community that people of a certain race or descent are not more likely to spread COVID-19 than anyone else. Viruses do not target people from specific populations, ethnicities, or racial backgrounds.

3.8.4.   People who have not been in contact with a person who is a confirmed or suspected case are not at greater risk of acquiring and spreading this new virus than others.

3.8.5.   People who returned more than 14 days ago from an area with widespread or ongoing community spread and do not have symptoms of coronavirus do not put others at risk.

3.8.6.   Share with others the need for social support for people who have experienced stigma, who have returned from an area with ongoing spread, or who are worried about friends or relatives in the affected areas.

4.   **Maintaining Healthy Environments**

4.1.   Cleaning and Applying Disinfectant (NHS, HMS, AUX)

4.1.1.   Clean and apply disinfectant routinely to frequently touched surfaces and objects (e.g., restrooms, cafeteria tables and chairs, classroom desks and chairs, countertops, sink handles, door handles and push plates, light switches; shared telephones and desktops, shared computer keyboards and mice, handrails, equipment handles, vending machine and elevator buttons, playground equipment, school bus seats and windows) at least daily and between use as much as possible.

4.1.2.   Develop a schedule with procedures for increased routine cleaning and disinfectant application. These procedures will include two stages: cleaning, which removes dirt and germs from surfaces; and applying disinfectant, which is intended to kill germs on surfaces that remain after cleaning.

4.1.3. Develop and post cleaning and disinfectant application checklists in each room and bus with spaces to enter date, time, and employee who performed the cleaning and disinfectant application.

4.1.4. Ensure adequate supplies to support cleaning and disinfectant application procedures.

4.1.5. Ensure safe and correct use and storage of [cleaning and disinfection products](), including storing products securely away from children. Use products that meet [EPA disinfection criteria]()

4.1.6. Cleaning and disinfection products should not be used near students. Staff should ensure that there is adequate ventilation when using these products to prevent students, staff, or themselves from inhaling toxic fumes.

4.2. Shared Objects ([HMS]())

4.2.1. Avoid sharing electronic devices, books, and other learning supplies.

4.2.2. Use of shared objects (e.g., physical education equipment, art supplies, toys, games) should be limited when possible, and cleaned between use.

4.2.3. Keep each student's belongings separated from others' and in individually identified containers, cubbies, lockers, or areas.

4.2.4. Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own supplies and equipment)

4.3. Hand Sanitizing Stations ([NHS](), [HMS]())

4.3.1. Locate and maintain hand sanitizing stations with alcohol-based hand sanitizers with at least sixty (60) percent alcohol in each classroom, at entrances and exits of buildings, and near cafeterias and restrooms.

4.3.2. Students ages five (5) and younger should be supervised when using hand sanitizer.

4.4. Ventilation

4.4.1. Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible as required by code. All unit ventilator filters are changed three times per year. The district's energy savings plan includes a measure to retro commission each unit ventilator motor, fan and damper throughout the district to ensure the unit is functioning to manufacturer's specifications.

4.4.2. Opening windows and doors may enhance ventilation, weather permitting.

4.4.3.　Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to students or staff using the facility.

4.5.　Water Systems (NHS, HMS)

4.5.1.　To minimize the risk of Legionnaire's disease and other diseases associated with water, safety measures will be taken to ensure that all water systems and features (e.g., sink faucets, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown.

4.5.2.　Staff and students are encouraged to bring their own water. Drinking fountains will be shut off, except for no-touch bottle filling stations.

4.6.　Physical Barriers and Guides (NHS)

4.6.1.　Install physical barriers, such as plastic guards and partitions, in areas where it is difficult for individuals to remain at least six (6) feet apart (e.g., desks for reception, administrative assistants, nurses, CST, and guidance; food service areas; restroom sinks and urinals; small group instruction; bus rows).

4.6.2.　Install physical guides, such as tape or decals on hallways or sidewalks and signs on walls, to help ensure that staff and students remain at least six (6) feet apart in lines and at other times.

4.6.3.　Install one-way signage in stairwells and hallways, where appropriate.

4.7.　Communal Spaces (NHS, HMS)

4.7.1.　Stagger use of communal shared spaces such as cafeterias and playgrounds; clean and apply disinfectant between uses.

4.7.2.　Limit access to lockers, when feasible, to keep traffic in the hallways within social distancing protocols.

4.7.3.　Avoid crowds in restrooms by limiting the number of students who can enter at a time. Prop doors open to avoid touching handles, where feasible.

4.8.　Recess and Physical Education (HMS)

4.8.1.　Stagger recess, when feasible. If two or more groups are participating in recess at the same time, they should have at least six (6) feet of open space between them.

4.8.2.　Designate specific areas for each class during recess to avoid cohort mixing.

4.8.3.　Stagger the use of playground equipment and establish frequent disinfectant application protocols.

4.8.4. Designate zones, use stations, mark off areas with floor markers, floor tape, flags, decals, etc., for outdoor spaces to ensure separation among students.

4.8.5. Encourage proper hand washing or sanitizing immediately after outdoor activities.

4.8.6. Stagger use of locker rooms to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces. Clean and apply disinfectant between use.

4.8.7. In lieu of using locker rooms, 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.

4.8.8. Mitigate risk by limiting direct contact with or sharing of equipment (e.g., design lessons with no equipment). If equipment must be shared, clean and apply disinfectant between each use.

4.9. Food Service (NHS, HMS, AUX)

4.9.1. Encourage proper hand washing/sanitizing before and after eating meals.

4.9.2. Serve meals in individually pre-packaged containers. If food is offered at any event, have pre-packaged containers for each attendee. Forms will be developed for ordering school meals.

4.9.3. Stagger cafeteria times to allow for physical/social distancing at least six (6) feet apart, and clean and apply disinfectant between groups.

4.9.4. Consider having meals in classrooms or outside (weather permitting) instead of the cafeteria, while ensuring the safety of children with food allergies (e.g., allergen-free classrooms).

4.9.5. Use disposable food service items (e.g., utensils, containers), where feasible. If disposable items are not feasible, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should wash their hands after removing their gloves or after directly handling used food service items.

4.10. Transportation

4.10.1. Create physical distance between students on school buses by seating one (1) student per seat, if feasible. If space exists, skip rows between students.

4.10.2.   Face coverings are required for all passengers. Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need.

4.10.3.   Encourage students to sit away from the aisle to increase physical distance. Assigned seating may assist in ensuring that such practices are followed consistently.

4.10.4.   Install clear physical barriers between seat rows and around the driver to mitigate risk of spread.

4.10.5.   Bus drivers should limit close contact with others by maintaining a distance of at least six (6) feet, when possible; avoid touching surfaces often touched by passengers.

4.10.6.   Provide disposable disinfectant wipes so that surfaces commonly touched by the bus driver and passengers can be wiped down. Use gloves if required to touch surfaces contaminated by body fluids.

4.10.7.   Provide tissues and no-touch trash cans for use by bus drivers and passengers.

4.10.8.   Clean and apply disinfectant to school buses at least daily, if possible between routes, using electrostatic cleaning and disinfection tools as provided. It may be necessary to provide additional training to the personnel responsible for cleaning and applying disinfectant to school buses.

4.10.9.   Transportation vendors will be required to provide the district with their health and safety protocols for review and consistency with this Plan.

5.   **Caring for Symptomatic Students and Staff Members** (NHS, HMS)

5.1.   Staff members and students should not come to school if they are sick.

5.2.   Staff members and students should notify the school nurse if they become sick with COVID-19 symptoms, test positive for COVID-19, or have been exposed to someone with COVID-19 symptoms or a confirmed or suspected case. (see pg. 49 for DOH guidelines)

5.3.   School nurses and other healthcare providers should use CDC standard and transmission-based precautions when caring for sick people.

5.4.   Students and staff who exhibit symptoms related to COVID-19 while in school must be safely and respectfully isolated from others in an identified isolation room separate from the nurse's office. Students are to remain with continued supervision and care (e.g., regular monitoring of symptoms) until picked up by an authorized adult.

5.5.	Individuals who exhibit symptoms related to COVID-19 should be sent home or to a healthcare facility depending on how severe their symptoms are, and follow CDC guidance for caring for oneself and others who are sick. If an ambulance is being called or someone is being brought to the hospital, try to call first to alert them that the person may have COVID-19.

5.6.	Results must be documented when signs/symptoms of COVID-19 are observed. Follow current communicable disease service guidance for illness reporting.

5.7.	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 to discuss notification of staff and families of a confirmed case while maintaining confidentiality.

5.8.	Sick staff members or students should not return until they have met CDC's criteria to discontinue home isolation. (see pg. 49 for DOH guidelines)

5.9.	If someone tests positive for COVID-19, the written protocols detailing the district's response for symptomatic students and staff including contact tracing must be followed.

5.9.1.	Upon notification that a resident has tested positive for COVID-19, the local health department will call the school district to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six (6) feet for a period of at least ten (10) minutes.

5.9.2.	The district shall assist the local health department in conducting contact tracing activities, including ongoing communication with the identified individual and/or their contacts.

5.9.3.	Contact tracing procedures including records of groups/cohorts, assigned staff, and daily attendance will be developed in collaboration between school nurses and the county health department.

5.9.4.	The district shall ensure adequate information and training is provided to staff as necessary to enable them to carry out assigned responsibilities.

5.9.5.	School administrators, school safety specialists, counselors, and any other staff deemed appropriate by the district, will be provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease.

5.9.6.	Readmittance procedures will be consistent with Department of Health information for schools and communicable disease service guidance.

5.10.	Cleaning and Applying Disinfectant Following Isolation

5.10.1. Close off areas used by a sick person and do not use these areas until after cleaning and applying disinfectant.

5.10.2. Wait at least twenty-four (24) hours before cleaning and applying disinfectant. If twenty-four (24) hours is not feasible, wait as long as possible. Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children.

6. **Addressing Social, Emotional, and Mental Health** (NHS, HMS)

6.1. The summer months provide time and space for staff, students, and families to process school closures freed from the pressure of the regular educational program.

6.1.1. The summer program was offered as a virtual experience focused on student choice of creative offerings by the faculty. Social-emotional learning was built into these activities.

6.1.2. The meal program has been expanded to provide seven days of food throughout the summer.

6.1.3. Families, staff, and middle and high school students were surveyed in early July about their family's health, their experiences with remote instruction, and their thoughts about returning to school.

6.1.4. The district produced a mental health resources map including providers and service overviews to support staff, students, and families.

6.2. In order to care for another, one must practice self-care first. We want our staff to be mentally and emotionally healthy and ready to help their students.

6.2.1. Self-paced online modules for trauma-informed care and mental health continue to be offered through the Rutgers MHTTC.

6.2.2. The schools will provide voluntary forums in a safe space to allow staff to discuss concerns and suggestions regarding school reopening.

6.2.3. The district will hold town hall style meetings for staff to ask questions and offer suggestions about this reopening plan before it is approved and published.

6.2.4. Professional development opportunities are being provided to staff.

6.2.4.1. Topics will be based on staff interest in areas such as personal mental health/self care, student mental health/SEL, family engagement, hybrid and remote instructional strategies, student centered learning, learning management systems, meeting platforms, and communication tools.

6.2.4.2. Consider additional in-service training on trauma-informed care with school strategies geared to COVID-19 (e.g., building a mental health friendly classroom, appropriately supporting students).

6.2.4.3. Provide staff with contact information for specific mental health resources that they can access for themselves and their families confidentially.

6.3. Student social, emotional, and mental health will be a priority, especially during the transition back. Students need to feel connected before academics take center stage.

6.3.1. Schools will assess the social, emotional, and mental health of students at the beginning of the school year and at periodic intervals thereafter.

6.3.2. Student needs, once identified, will be shared with the intervention and referral services teams, guidance counselors, CST, CORE teams, or other school based mental health professionals to develop individualized plans for school-based intervention and family support.

6.3.3. Social-emotional learning will be infused regularly into academic lessons and/or provided as stand-alone learning activities.

6.3.4. Provide guidance counselors, social workers, school psychologists, and student assistance counselors as key resources for social, emotional, and mental health assistance. Consider support groups for students run by school staff or external partners to process emotions (e.g., changes in their lives since COVID-19).

6.3.5. Crisis response teams will review and revise school safety and security plans to reflect COVID-19 policies, procedures, and practices.

6.3.6. Our community schools approach connects students and families with local resources for social, emotional, mental, and physical health issues. External providers will continue to provide certain on-site health services to our students.

6.3.7. Family and student surveys included items on self support and training needs.

6.3.8. School climate surveys are a regular part of our data gathering and will provide ongoing data for reflection by school safety teams.

6.3.9. Provide families with contact information for specific mental health resources that they can access for their children and other family members confidentially.

Instruction and Technology

7. **Hybrid Instruction and Assessment**

   7.1.   General Principles

      7.1.1.   Our working definition of hybrid instruction: a customized program of in-person and remote teaching based on student needs and developmental appropriateness that accelerates our path toward more student-centered learning.

         7.1.1.1.   The specific aspects of what hybrid instruction will look like in any school will be based on the health requirements at a given time.

         7.1.1.2.   Hybrid instruction will look different at each school based on differences in age and development as well as for at-risk populations (e.g., students with disabilities, English language learners).

         7.1.1.3.   The remote aspect of hybrid instruction will occur by parent choice either at home or in a large group space in school (or smaller spaces as can be socially distanced and instructionally appropriate) set up for that purpose.

         7.1.1.4.   The remote aspect of hybrid instruction may be live (i.e., occurring at the same time as an in-person class session) or pre-recorded (i.e., accessed at the time of the learner's choosing).

      7.1.2.   Use scaffolding to meet the unique needs of all students and accelerate learning without reducing rigor or sacrificing grade-level material.

      7.1.3.   Design for student engagement and foster student ownership of learning. Encouraging student voice and choice promotes engagement and independence.

      7.1.4.   Provide opportunities for innovation such as different approaches to customized learning and new types of partnerships with families, caregivers, and community stakeholders.

      7.1.5.   Build capacity of, and provide support to, family members to enable them to become learning partners.

      7.1.6.   Young learners require more structure and an established pace in their learning activities as well as much more supervision and guidance from an adult.

      7.1.7.   Developmentally appropriate practices show that young learners are more successful with hands-on, interactive learning rather than worksheets or computer-based activities. Limit online activities and screen time as part of remote instruction.

7.1.8.   As learners become more independent, teachers may gradually phase in pre-recorded learning activities.

7.1.9.   Older students may engage in both live and pre-recorded work that allows for high degrees of flexibility and choice.

7.2.   Grade Level Approaches

7.2.1.   The outlines that follow are intended to provide broad structural options for hybrid instruction based on parent choice, except as noted.

7.2.1.1.   Further details on individual school programs for hybrid instruction will be provided by the schools.

7.2.1.2.   Revised resource allocations of time, space, or people that could affect operations outside the school will need district approval.

7.2.2.   Grades Preschool-Kindergarten (AUX)

7.2.2.1.   **50% In-School, 50% At-Home:** Students will report to school when scheduled (either AM or PM) for in-person instruction (primary instruction), and remote learning activities (e.g., rest, indoor and outdoor playtime, arts, other tabletop activities) will be provided for implementation at home. This is the preferred model for this age group.

7.2.2.2.   **100% In-School:** Students will receive in-person instruction for part of the day and remote learning activities (e.g., rest, indoor and outdoor playtime, arts, other tabletop activities) in school for the other part of the day. For example: in the morning, Group A receives in-person instruction while Group B receives remote learning activities in another part of the school. The groups switch after lunch and Group B receives in-person instruction while Group A receives remote learning activities.

7.2.2.3.   **100% Remote:** This option is outlined in Section 8.

7.2.2.4.   The school will provide materials, manipulatives and items for at-home activities, where feasible.

7.2.3.   Grades 1-8 (HMS, MAS)

7.2.3.1.   **50% In-Person, 50% At-Home:** Students will report to school when scheduled (either AM or PM) for in-person instruction for Math and English Language Arts. Science and Social Studies may be a mix of in-person and remote. Students will complete their Art, General Music, Spanish, 21st Century Skills, and Health and Physical Education remotely from home.

7.2.3.2. **100% In-School:** Students will receive in-person instruction for Math and English Language Arts. Science and Social Studies may be a mix of in-person and remote. Students will have remote instruction in large group areas (e.g. cafeteria, auditorium, gymnasium) for Art, General Music, Spanish, 21st Century Skills, and Health and Physical Education. For example: in the morning, Group A receives in-person instruction while Group B receives remote learning activities in another part of the school. The groups switch after lunch and Group B receives in-person instruction while Group A receives remote learning activities.

7.2.3.3. **100% Remote:** This option is outlined in Section 8.

7.2.4. Grades 9-12 ([NHS](#))

7.2.4.1. **30% In-Person, 70% Remote:** Students will be issued approximately three and a half (3.5) hours of work for each class each week. Those enrolled in college prep, honors, and AP level courses will be expected to engage in additional independent study beyond that. Students will report to school when scheduled for in-person instruction and will join class activities remotely, or work independently, when scheduled for remote instruction. Some elective classes may be fully (100%) remote; however, all classes will meet on at least a weekly basis.

7.2.4.2. **100% In-School**: Students may report to school daily and receive in-person instruction when their cohort is scheduled to do so. When not scheduled for in-person instruction, students will engage in class assignments remotely from a large group area (e.g. cafeteria, auditorium, gymnasium).

7.2.4.3. **100% Remote:** This option is outlined in Section 8.

7.2.5. Special Populations

7.2.5.1. Students with disabilities, English Language Learners, and students with 504 Plans will be considered for a greater portion of in-person instruction than their peers. Those decisions will be made collaboratively with input from parents and appropriate staff members.

7.2.5.2. Review student data 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.

7.2.5.3. Consider the impact of missed services on student progress toward meeting goals and objectives, and determine if additional services are needed to address regression and recoupment of skills within a reasonable length of time.

7.2.5.4. Develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for services.

7.2.5.5. Assess levels of student engagement and access for both in-person and remote instruction environments.

7.2.5.6. Maintain routines and provide clear expectations to assist special populations of students to be successful learners.

7.2.5.7. Communicate frequently with the families of medically fragile students to determine if additional precautions or unique measures are necessary prior to a student's return to school.

7.2.5.8. Provide students in special populations with appropriate training to take full advantage of remote learning.

7.3. Teacher Expectations (NHS, HMS)

7.3.1. Reinforce social distancing protocol with students and support staff.

7.3.2. Limit group interactions to maintain safety.

7.3.3. Support school building safety logistics (e.g., entering, exiting, restrooms).

7.3.4. Become familiar with district online protocols and platforms.

7.3.5. Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both hybrid and remote learning environments.

7.3.6. Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies and modalities.

7.3.7. Provide regular feedback to students and families on expectations and progress.

7.3.8. Set clear expectations for remote and hybrid instruction.

7.3.9. Assess student progress early and often and adjust instruction and/or methodology accordingly.

7.3.10. Develop opportunities for real-time interactions with students (e.g., office hours, virtual meetings).

7.3.11. Instruct and maintain good practice in digital citizenship for all students and staff.

7.4. Teacher Assistant Expectations

7.4.1.	Teacher assistants who usually serve in physical classrooms supporting students and teachers may also provide support in the remote environment, especially for students with special learning needs, English language learners, and those that need additional support at home.

7.4.2.	With direction from teachers and administrators, teacher assistants are able to:

7.4.2.1.	Lead small group instruction to ensure social distancing;

7.4.2.2.	Pre-record read-alouds and videos around certain learning activities or caption pre-recorded instructional videos from teachers;

7.4.2.3.	Provide real-time support during remote sessions;

7.4.2.4.	Research websites, videos, and links for accessible activities that teachers can incorporate into lessons;

7.4.2.5.	Communicate with families and students to support them in accessing and participating in remote instruction;

7.4.2.6.	Lead small group instruction in a remote environment; and

7.4.2.7.	Facilitate the remote component of synchronous online interactions.

7.5.	Administrator Expectations ([NHS](#))

7.5.1.	Work with staff to ensure that teaching and learning, and all student services, are effectively and efficiently developed, planned, and delivered.

7.5.2.	Provide time for staff collaboration and planning.

7.5.3.	Prioritize vulnerable student groups for in-person instruction.

7.5.4.	Identify teacher leaders who may provide support to staff to continuously improve instruction in a remote environment.

7.5.5.	Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to remote instruction.

7.5.6.	Define and provide examples of high-quality instruction given context and resources available.

7.5.7.	Assess teacher, student, and parent needs regularly.

7.5.8.	Ensure students and parents receive necessary supports to gain access to instruction.

7.5.9.   Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and for Leaders.

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

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

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

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

7.5.14.   Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote instruction models.

7.5.15.   Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote models.

7.5.16.   Support families in connecting with teachers and other services they need to be successful in navigating the remote environment.

7.6.   Substitutes

7.6.1.   Substitutes will undergo the same daily health screening as other staff. Individuals who have had a break in service with the school (i.e., not present on the previous school day) will also complete the health screening form before or upon arrival at school.

7.6.2.   Substitute teachers and assistants will receive training based on this reopening plan through their employer.

7.6.3.   The district will work with the substitute teacher service to identify a number of permanent substitutes to be regularly employed and offer additional training on hybrid and remote learning and other topics provided to regular staff.

7.6.4.   Other substitute staff will receive training on this reopening plan by the school district.

8. **Fully Remote Instruction and Assessment** (HMS, AUX)

    8.1. Fully remote instruction will be available as an option for students whose parents make that choice.

        8.1.1. Parents who intend to choose fully remote instruction for their child are to make written requests to the school principal at least two (2) weeks prior to the anticipated start date. If an anticipated start date is not specified in the written request or is less than two (2) weeks in advance, the anticipated start date will be two (2) weeks after the request was received.

        8.1.2. Remote instruction via live, pre-recorded, and/or other guided learning experiences as designed by the teacher will be provided to students as soon as possible, and no later than one (1) week after the intended start date.

        8.1.3. The school will decide on a case-by-case basis whether fully remote instruction is to be done as part of regular class sections or in separate sections.

        8.1.4. Instructional and support staff will be assigned to work remotely to interact with students and to update guided learning experiences daily.

        8.1.5. Students with IEPs, 504 plans, or other learning plans may need amendments to those plans to facilitate remote instruction.

    8.2. Students will be engaged in guided learning experiences, meetings, and assessments using available online resources provided by their teachers using Google Classroom, Google Meet, and/or other approved digital applications.

        8.2.1. Each student will be provided up to twenty (20) hours of guided learning experiences per week as designed by the school's teaching staff.

        8.2.2. Students are expected to devote additional time and engage with these activities on every school day.

        8.2.3. Hard copy materials will be made available as needed for those whose learning needs require such accommodation.

    8.3. Hard copy materials will be provided if internet access and digital devices for learning are not available in the home.

    8.4. Grading will be done by a procedure designed by the teacher and communicated in advance of the instruction. Lack of student participation will be addressed by staff phone calls and/or emails to parents to address the issues and be considered as part of the course grade.

8.5.   Returning from fully remote instruction to a hybrid model will be guided by the same timelines as noted in 8.1.1 and 8.1.2.

8.6.   Further details on individual school programs for fully remote instruction will be provided by the schools. Revised resource allocations of time, space, or people that could affect operations outside the school will need district approval.

9.   **Attendance in Hybrid and Remote Environments**

9.1.   Attendance is to be taken daily.

9.2.   The standard for attendance in the remote part of hybrid instruction or in fully remote instruction can be characterized as "meaningful student engagement and interaction," a flexible standard determined by the teacher. The following are examples of student engagement/interaction that can be used to account for attendance (note: these are not the only examples):

   9.2.1.   Middle School and High School (NHS)

      9.2.1.1.   Student submission of an assignment;

      9.2.1.2.   Student completion of an online assessment;

      9.2.1.3.   Student participation in an online forum, chat log, or discussion thread;

      9.2.1.4.   Student-initiated phone call, email, and/or other digital communication or responses to teacher email; and

      9.2.1.5.   Other evidence of participation as determined by the principal

   9.2.2.   Preschool and Elementary School (includes previous secondary examples) (MAS)

      9.2.2.1.   Phone, email, and/or other digital communication with a family member which confirms student interaction/engagement;

      9.2.2.2.   Phone, email, and/or other digital communication with a family member with their student (example: a parent and child participate in a brief virtual meeting with the child's teacher);

      9.2.2.3.   Digital sharing of completed assignments/assessments by families;

      9.2.2.4.   Supporting families in creating a daily routine/schedule or other direct family contact in support of a child; and

      9.2.2.5.   Other evidence of participation as determined by the principal.

9.3. Consider creative, flexible solutions in attendance monitoring. Based on parent work schedules, some students may be engaging in learning before or after school hours. While live meetings may be effective for some populations, provide opportunities for students to show attendance at other times.

9.4. In place of calling the school attendance line to report a student absence due to illness or injury, parents are asked to complete a <u>student absence report form</u> (also available on the school website) to be reviewed by the school nurse.

10. **<u>Academic Interventions in Hybrid and Remote Environments</u>** (NHS)

10.1. Universal Screening

10.1.1. There are two important considerations with respect to utilizing screening data to drive instructional decisions as schools reopen: the logistics of administering screening assessments; and the validity of screening outcome decisions.

10.1.2. School teams will determine how to administer screening tools in English language arts and mathematics either in-person or remotely.

10.2. Multi-Tiered Systems of Support

10.2.1. Existing response to intervention protocols should be used as a basis for support.

10.2.2. Schools should set up PLC's by unit or department to guide the use of data to inform decisions about instruction and intervention at each support tier.

10.2.3. Identify students' strengths and areas of need, appropriate interventions and determine the effectiveness of interventions. Each school should plan and deliver intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties, and to assist staff who have difficulties in addressing students' learning, behavior, or health needs.

10.2.4. In order to assist decision-making for providing additional support services for special needs students, the form Return to School Transition Discussion Worksheet is provided as a resource.

10.3. Students Severely Challenged by Online Learning

10.3.1. Develop alternatives (e.g., hard copy materials) for those students who are severely challenged by online learning.

10.3.2. Consider having staff travel to offsite environments for students who need a different level of support.

11. **Instructional Resources to Support Hybrid and Remote Environments**

11.1.   The district will strive to ensure that every student has access to a device and internet connectivity.

11.2.   The district is working with local internet providers to provide basic access at the lowest cost possible to families, and will prioritize the provision of technology to students that are otherwise without access.

11.3.   Our standard digital learning application across the district is Google Suite for Education (e.g., Docs, Sheets, Slides, Classroom, Meet) and all its components due to accessibility, familiarity, continuity, and cost. We are looking to standardize our use of other applications to minimize the learning curve for staff, parents, and students.

11.3.1.   In addition to Google Classroom, a faculty committee has recommended Canvas as an additional learning management system.

11.3.2.   In addition to Google Meet, a faculty committee has recommended Zoom as an additional meeting platform.

11.3.3.   In addition to Remind, SchoolInfoApp is being offered as an additional communication application.

11.4.   Other well-established and approved instructional resources (e.g., iReady, GoGuardian, Nearpod, ClassDojo) will continue to be used and supported at certain grade levels.

11.5.   The district will continue to investigate tools for hybrid and remote instruction (e.g., in-class cameras, digital media streaming) for staff interested in using these applications.

11.6.   Library and Classroom Books

11.6.1.   A quarantine period of a minimum of seventy-two (72) hours will be employed so that materials, once returned, may be used by other students and staff.

11.6.2.   Books and other materials being returned are to be placed in a box labeled with the date. At the end of each day, the box should be moved to a dedicated quarantine area and held for a minimum of seventy-two (72) hours, after which the books and materials can be recirculated.

11.6.3.   The quarantine time is designed to eliminate the need for applying disinfectant. However, after quarantining for the minimum number of hours, items may be cleaned with a sanitizer spray or wipes if the surface is able to withstand it (e.g., book jacket covers, DVD cases).

12.   **Professional Development for Hybrid and Remote Instruction**

12.1.   Provide accelerated professional development to educators focusing on pedagogical aspects and lesson planning for hybrid and remote instruction tailored to the educational technology used.

12.2.   Strive for as much professional development as possible to be job-embedded or asynchronous online rather than taking staff out of their work environments.

12.3.   Professional development for teacher assistants needs to be specific to expectations for supporting students and teachers effectively (e.g., technology training, working one-to-one with students remotely, supervising students working remotely, cleaning of materials, assisting with health and safety procedures).

13.   **Athletics and Student Activities** (NHS)

13.1.   The New Jersey State Interscholastic Athletic Association (NJSIAA) has established a COVID-19 medical advisory task force responsible for providing the NJSIAA with guidance to allow high school student-athletes to return to athletics as soon and as safely as possible.

13.2.   The NJSIAA is also convening a sports advisory task force which will be composed of athletic directors from across the State and will be charged with reviewing State and local health guidelines, as well as NJDOE guidance, regarding the 2020-2021 school year.

13.3.   The sports advisory task force, which will also meet weekly, will determine, among other things, the extent to which changes may be needed for each interscholastic sports season.

13.4.   The district plans to open athletic participation according to NJSIAA's current revised dates for the summer program (August 3 through 28), fall preseason (September 14 through 30) and start of the fall season (October 1). The athletic director will issue health and safety protocols and practice guidelines consistent with this reopening plan. Revisions to these timelines may occur.

13.5.   Middle school athletics will follow the same guidelines as NJSIAA provides for high school students.

13.6.   Student activities in each school will follow the same guidelines as for hybrid and remote instruction.

Communication and Family Engagement

14.   **Communication** (NHS, HMS, MAS, AUX)

     14.1.   Our approach to communication comes from a customer service perspective to continue to build trust with our stakeholders and school community.

     14.2.   Personal contact through in-person meeting, telephone conversation, or individual email is the norm and to be expected in most situations.

     14.3.   Broad information will continue to be disseminated to families through the alert messaging system, social media, and district and school websites.

     14.4.   District and school websites are an important source of information. Regular site management will be practiced. A new mobile application will be made available to families and staff to provide a more user-friendly interface with website content.

     14.5.   Consistency in communication methods is important for families with multiple children to manage information coming from different schools and teachers.

     14.6.   Communicating Regarding COVID-19

         14.6.1.   Staff and families are to self-report to the school if they or their student have symptoms of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days in accordance with health information sharing regulations for COVID-19 and other applicable federal and state laws and regulations relating to privacy and confidentiality, such as the Family Educational Rights and Privacy Act and consistent with applicable law and privacy policies.

         14.6.2.   Notify local and county health officials, staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with state and local laws and regulations. Work collaboratively with county health officials to conduct contact tracing should it be deemed necessary.

         14.6.3.   Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms, and follow CDC guidance if symptoms develop.

         14.6.4.   Notify staff, families, and the public of school closures and any restrictions in place to limit COVID-19 exposure (e.g., limited hours of operation).

         14.6.5.   Maintain regular communication with the Town of Newton, Sussex County Department of Health, and Sussex County Department of Education to determine current mitigation levels in the community and to assist with contact tracing.

14.7. Inform any organizations that share or use the school facilities that they are required to follow the guidelines in this plan.

14.8. Educate the broader school community on the importance of health etiquette, quarantining, and contact tracing.

15. **Family Engagement** (NHS, HMS, AUX)

15.1. Communicate the reopening plan as a whole and as smaller topics (e.g., promoting healthy behaviors, daily health screenings, cleaning and disinfection protocols, hybrid instruction, training for parents and students, family engagement strategies).

15.2. Hold virtual town hall style meetings after the release of the plan to inform families about it and address parent questions and concerns.

15.3. Provide virtual tours of school facilities to allow a visual as to how reconfigured classrooms, large group areas, hallways, etc. will look prior to reopening.

15.4. Consider offering documents that outline how classes will operate to students and families (e.g., Google Classroom, frequency of online meetings, virtual assessment standards, etc.) with helpful "how to" documents specific to that teacher's classroom.

15.5. Provide parent and student training opportunities using live and recorded means on topics identified by parents and students such as:

15.5.1. School health and safety protocols.

15.5.2. Personal mental health/self care (e.g., grief, loss, trauma, preparedness, hope, resilience).

15.5.3. Student mental health, SEL, and supportive behaviors.

15.5.4. HIB vs. conflict (e.g., bias, prejudice, stigma).

15.5.5. Hybrid and remote instructional strategies and student centered learning.

15.5.6. Online tools for learning management, virtual meetings, individual and group communication, PowerSchool, Google Suite for Education, etc.

15.5.7. Digital citizenship.

15.6. Engage families in social-emotional learning

15.6.1. Define social-emotional learning, discuss district commitment to it, and share resources.

15.6.2.   Partner with local agencies to develop ways to meet families where they are.

15.6.3.   Offer virtual parent support groups to address common challenges.

Continuity of Operations

16.   **General Information**

16.1.   This plan for continuity of operations will be implemented during a health-related school closure. It may require adjustments during its implementation. If revisions become necessary, the revised plan will be resubmitted to the Sussex County Executive Superintendent for review.

16.2.   A health-related school closure should not be cause for alarm or speculation. It should also not be cause for fear, stigma, or discrimination based on a population or nationality from a region that may be especially at risk for the disease.

16.3.   School and district offices will be closed to the public. The only exceptions will be for distribution of meals per a schedule to be announced publicly. Any modifications will be communicated by the offices directly.

16.4.   All school related trips, athletic competitions, and other extracurricular activities will be cancelled for the duration of the school closure.

16.5.   For up-to-date information on coronavirus and other health issues, please go to the State of New Jersey's website at https://www.nj.gov/health/cd/topics/ncov.shtml. Feel free to contact the district office at 973-383-7392, if you have any questions or concerns.

17.   **Instructional Expectations**

17.1.   Instructional expectations in a fully remote environment are detailed in the preceding section on "Instruction & Technology".

17.2.   Modifications to those expectations due to a health-related school closure will be communicated by school administrators.

18. **Internet Access and Digital Devices**

18.1. Students whose families do not have a computing device at home will be offered a district-provided device.

18.2. Students whose families do not have internet access will be offered low cost access through local community partners.

18.3. The technology staff published an email address (studentsupport@newtonnj.org) and phone number (973-383-7392, extension 3479) for students and families to request instructional technology assistance.

19. **Special Learning Needs and Student Support Services**

19.1. Any student with special learning needs who cannot participate successfully in remote learning will be provided hard copies of guided learning experiences in addition to textbooks and other print materials.

19.2. Student support services (i.e., OT, PT, speech, CST, counseling, nursing) will be provided remotely, where feasible. To address mental health needs, guidance counselors will establish office hours and outside therapists may continue to meet with students remotely.

19.3. Individual special education needs will be addressed by a committee of teachers and CST case managers. A spreadsheet identifying each student's needs for instruction will be created and the committee will meet weekly to determine the steps necessary to meet those needs (e.g., 1:1 virtual support from a teacher assistant, staff working with the family to coordinate outside agency support, staff working with parents to navigate the online learning process and help set up a schedule for students to work at home).

19.4. Case managers will maintain contact with parents on a regular basis. Therapists will track services by documenting attendance, IEP goals and objectives addressed, and collecting data to monitor student progress on those goals and objectives.

19.5. Parents will be invited to do remote IEP meetings by mutual consent. Evaluations may be completed if appropriate for a remote platform (e.g., social assessments, completion of teacher and parent rating scales, and other assessments that do not require in-person administration).

19.6. ELL students will interact regularly with language proficient staff. All student learning materials and parent communications will be translated appropriately or made accessible using translation applications.

20. **Free and Reduced Price Meals**

20.1.	Meal pickup dates will occur at least weekly from 10:00 am to 12:00 pm with dates to be confirmed on the district website, alert messaging, and social media.

20.2.	If parents cannot pick up meals at these times, an older child or neighbor can pick up for the family. Please contact the district with any individual concerns.

20.3.	Eligible families should pick up meals for all their pK-12 children at the one site closest to their homes:

20.3.1.	Merriam Avenue School Cafeteria, 81 Merriam Avenue (Woodside Ave/Merriam Ave/Paterson Ave area);

20.3.2.	Halsted Middle School Cafeteria, 59 Halsted Street (Spring St/Trinity St/Halsted St/Madison St area);

20.3.3.	Newton High School Cafeteria, 44 Ryerson Avenue (High St/West End Ave/Ryerson Ave area); and

20.3.4.	Firehouse #1, 22 Mill Street (Mill St/Swartswood Rd area).

20.4.	There will be no delivery -- all meals must be picked up at the designated locations.

Essential Employees During School Closure

Essential Employees by Category	Role of Employee	Duties / Work Stream	Number of Essential Employees Per Category
Teachers	Instruction	Designing guided learning experiences; interacting with students; assessing student progress	No employees onsite; 10-20 hours per week of guided learning experiences
School Administration	Managing school operations	Interacting with staff, students, parents, and community members; handling mail and deliveries; managing meal delivery with volunteers	2 employees per school on meal delivery dates; all administrative staff have access to email and voicemail
Security	Securing facilities	Monitoring health and safety during food delivery	1 employee per school on meal delivery dates
Maintenance	Maintaining facilities	Fulfilling work orders; assisting with meal transport	All employees report to work daily to conduct classroom, buildings, and grounds maintenance. Employees are instructed to utilize PPE, observe social

			distancing guidelines, and to avoid congregating.
Custodial	Cleaning facilities	Maintaining the cleanliness of buildings	All employees report to work daily to conduct classroom and building cleaning. Employees are instructed to utilize PPE, observe social distancing guidelines, and to avoid congregating.
Technology	Technology support	Supporting teachers with remote instruction; maintaining information systems; repairing equipment	3 employees; combination of onsite and remote work
Food Service (Sodexo)	Meal service	Preparing and packaging meals; transporting meals to schools	No district employees (3 Sodexo employees on meal preparation dates)
District Administration	Managing district operations	Processing personnel and business services; interacting with staff, parents, and community members; handling mail and deliveries; managing meal delivery with volunteers	1 employee on meal delivery dates; all administrative staff have access to email and voicemail

Student Demographic Profile

NJSMART School Profile Snapshot, October 15, 2019

Students	Grades pK-4	Grades 5-8	Grades 9-12
Total	533	366	718
Female	253	180	343
Male	280	186	375
American Indian or Alaska Native	1	1	1
Asian	18	17	23
Black	49	35	36
Hispanic	149	99	145
Native Hawaiian or Pacific Islander	0	1	4
White	294	206	500
Multiracial	22	7	9
Free Meal Eligible	226	143	125
Reduced Meal Eligible	37	23	30
Special Education	108	69	105

English Language Learner	36	27	40
In District Less Than 1 Year	171	38	126
In District 1-2 Years	205	47	243

Hunterdon, Sussex & Warren Regional Covid-19 School Community Containment Guidelines
July 26, 2020

SITUATION	CONTAINMENT RESPONSE	NOTE
Confirmed Case (Student or Faculty)	• May recommend school-wide virtual instruction for a day to allow health department to complete investigation and contact tracing. • All students and faculty on class or on bus with a confirmed case are quarantined for 14 days. • Confirmed case will isolate for at least 10 days since their symptoms first appeared and they have no fever for 24 hours (one full day without the use of medicine to reduce fever) and symptoms improved.	
Probable Case (Student or Faculty)	• May recommend school-wide virtual instruction for a day to allow health department to complete contact tracing investigation. • All students and faculty on class or on bus with a probable case are quarantined for 14 days or until probable case tests negative. • Probable case will isolate for at least 10 days since their symptoms first appeared and they have no fever for 24 hours (one full day without the use of medicine to reduce fever) and symptoms improved. • Probable case is recommended for testing.	Probable cases should already have been under quarantine as close contacts and should not have been in school.
Reported Symptoms of COVID-19 with no known exposure to a confirmed case (Student or Faculty)	• Student and faculty member with symptoms of COVID-19 stays home for at least 10 days since their symptoms first appeared and they have no fever for 24 hours (one full day without the use of medicine to reduce fever) and symptoms improved. May return earlier after negative COVID-19 test or alternative diagnosis is confirmed. • Symptomatic person is recommended for testing.	Based on NJDOH COVID-19 Guidance for Reopening Childcare 7/20/20.
Close Contact (Student or Faculty)	• Student or faculty that are close contacts of confirmed cases outside the school will quarantine for 14 days from last date of exposure.	

Assumption:
- There is low confidence that students and teachers can remain 6 feet apart during a class period.
- There is low confidence that students can be 6 feet apart on the school bus. All bus trips are longer than 10 minutes.
- When a 6 foot distance cannot be maintained, the use of face coverings and physical barriers in a classroom are protective measures to decrease the risk of disease transmission, but do NOT eliminate the recommendations for individuals in the class or bus to quarantine if there is a positive or probable case.

Definitions:
- Confirmed Case: A person with a lab test confirming COVID-19.
- Probable Case: A person with clinical symptoms of COVID-19 with known exposure to a confirmed case.
- Close Contact: A person who was within 6 feet of a confirmed or probable COVID-19 case for at least 10 minutes.

NJDOH COVID-19 Public Health Recommendations for Local Health Departments for K-12 Schools (August 13, 2020)