

RESTART & RECOVERY PLAN

Restart and Recovery Plan to Reopen Schools

Carlstadt Public School

Board of Education

RESTART & RECOVERY PLAN

Fall 2020

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Introduction

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

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

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

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

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

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

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

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

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

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THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

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

A. Conditions for Learning

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

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

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

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

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

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

Ten Critical Areas of Operation

- a. Critical Area of Operation #1 - General Health and Safety Guidelines – Anticipated Minimum Standards Incorporated into the Plan
 - (1) In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:
 - (a) School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.
 - (b) School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.
 - (c) The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.
 - (d) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.

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- (e) Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:
 - (i) Chronic lung disease or asthma (moderate to severe);
 - (ii) Serious heart conditions;
 - (iii) Immunocompromised;
 - (iv) Severe obesity (body mass index, or BMI, of 40 or higher);
 - (v) Diabetes;
 - (vi) Chronic kidney disease undergoing dialysis;
 - (vii) Liver disease;
 - (viii) Medically fragile students with Individualized Education Programs (IEPs);
 - (ix) Students with complex disabilities with IEPs; or
 - (x) Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

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

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

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- (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.
- (2) When social distancing is difficult or impossible, face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
 - (a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (3) In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings can be removed while students are seated at desks, but should be worn when moving about the classroom.
- (4) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- (5) Use of shared objects should be limited when possible or cleaned between use.
- (6) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- (7) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:

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- (a) In each classroom (for staff and older children who can safely use hand sanitizer).
 - (b) At entrances and exits of buildings.
 - (c) Near lunchrooms and toilets.
 - (d) Children ages five and younger should be supervised when using hand sanitizer.
 - (e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
- (8) School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
- (a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

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

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

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

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

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

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

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

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

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

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

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- (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
 - (c) Results must be documented when signs/symptoms of COVID-19 are observed.
 - (d) Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.
- (2) The Board must adopt procedures for symptomatic staff and students, which shall include the following:
- (a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.
 - (b) If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
 - (c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:
 - (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued

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- supervision and care until picked up by an authorized adult.
 - (ii) Following current Communicable Disease Service guidance for illness reporting.
 - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
 - (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
 - (v) Continuous monitoring of symptoms.
 - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
 - (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
- (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
- (5) Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (a) Accommodation for students who are unable to wear a face covering should be addressed according

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to that student's need and in accordance with all applicable laws and regulations.

- (6) Exceptions to requirements for face coverings shall be as follows:
 - (a) Doing so would inhibit the individual's health.
 - (b) The individual is in extreme heat outdoors.
 - (c) The individual is in water.
 - (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
 - (e) The student is under the age of two and could risk suffocation.
- (7) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility may be denied.

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

f. Critical Area of Operation #6 – Contact Tracing

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

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

- g. Critical Area of Operation #7 – Facilities Cleaning Practices
- (1) School officials will continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.
 - (2) The Board's Plan and Policy established cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
 - (a) A schedule for increased routine cleaning and disinfection.
 - (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. doorknobs, light switches, classroom sink handles, countertops).
 - (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective.
 - (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:
 - (i) Classroom desks and chairs;
 - (ii) Lunchroom tables and chairs;
 - (iii) Door handles and push plates;
 - (iv) Handrails;
 - (v) Kitchens and bathrooms;

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- (vi) Light switches;
 - (vii) Handles on equipment (e.g. athletic equipment);
 - (viii) Buttons on vending machines and elevators;
 - (ix) Shared telephones;
 - (x) Shared desktops;
 - (xi) Shared computer keyboards and mice;
 - (xii) Drinking fountains; and
 - (xiii) School bus seats and windows.
- (e) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

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

h. Critical Area of Operation #8 – Meals

- (1) The cafeteria and gym spaces used for dining will adhere to the following guidelines:
- (a) Stagger times to allow for social distancing and clean and disinfect between groups.
 - (b) Discontinue family style, self-service, and buffet.
 - (c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.
 - (d) Space students at least six feet apart.

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

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

i. Critical Area of Operation #9 – Recess/Physical Education –

- (1) Recess and physical education will include these protocols to address the following:

- (a) Stagger recess, if necessary.
- (b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
- (c) The use of cones, flags, tape, or other signs to create boundaries between groups.
- (d) A requirement that all individuals always wash hands immediately after outdoor playtime.
- (e) When the playground reopens, stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.
- (f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).
- (g) Locker rooms will be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.
 - (i) Students will 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

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participate in physical education without the use of a locker room.

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

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

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

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

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

2. Academic, Social, and Behavioral Supports

In addition to taking the steps listed in the Health and Safety Guidelines section to protect students’ and educators’ physical health, we will also consider the impact of social isolation on both educators and students.

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

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

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

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Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

b. Multi-Tiered Systems of Support (MTSS)

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

c. Wraparound Supports

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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d. Food Service and Distribution

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

e. Quality Child Care

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee
 - a. A Restart Committee was established as collaboration is critical to the development of the Board's Plan.
 - b. The Restart Committee included school district and school-level administrators, members of the local Board of Education, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.
 - c. The Restart Committee worked closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the district Plan. Restart Committees and Pandemic Response Teams helped address policies and procedures for the Board's Plan.
 - d. The Restart Committee reflected the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.
 - e. The Restart Committee developed subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.
- [See Appendix L – Restart Committee]
2. Pandemic Response Teams
 - a. School-based Pandemic Response Teams was established to centralize, expedite, and implement COVID-19 related decision-making.

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- b. Members of the school teams included a cross section of administrators, teachers, staff, and parents.
- c. Pandemic Response Teams represented a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.
- d. Pandemic Response Team is comprised of the following members:
 - (1) Superintendent and Assistant Superintendent;
 - (2) Teachers;
 - (3) Child Study Team member;
 - (4) School Counselor;
 - (5) Principal;
 - (6) School Nurse;
 - (7) Teachers representing each grade band served by the school district and school;
 - (8) School safety personnel;
 - (9) Members of the School Safety Team;
 - (10) Custodian; and
 - (11) Parents.
- g. The Pandemic Response Team is responsible for:
 - (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
 - (2) Adjusting or amending school health and safety protocols as needed.
 - (3) Providing staff with needed support and training.

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- (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
 - (5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
 - (6) Providing necessary communications to the school community and to the school district.
 - (7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.
- h. The Pandemic Response Team will meet regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]

3. Scheduling

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

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- c. The Carlstadt Public School district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
 - (1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
 - (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

- d. The Carlstadt Public School district will accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in classroom receive instruction. School officials may:
 - (1) Provide teachers common planning time.
 - (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
 - (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.
 - (b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
 - (3) Secure a steady supply of resources necessary to ensure the safety of students and staff.

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- (4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops. We will follow protocols established by our bussing companies.
 - (5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.
- e. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board's Plan.

[See Appendix N – Scheduling of Students]

4. Staffing

- a. The Carlstadt Public School district gives access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year will consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.
- b. When making staffing scheduling and assignments, the Carlstadt Public School district will comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.
- c. The Board's Plan has identified roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.

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- d. As schedules are adjusted, educators will maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
- e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
 - (1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.
 - (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).
 - (3) Certification
 - (a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.
 - (b) Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]

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

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

- b. Instructional staff should:
 - (1) Reinforce social distancing protocol with students and co-teacher or support staff.
 - (2) Limit group interactions to maintain safety.
 - (3) Support school building safety logistics (entering, exiting, restrooms, etc.).
 - (4) Become familiar with district online protocols and platforms.
 - (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
 - (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
 - (7) Provide regular feedback to students and families on expectations and progress.
 - (8) Set clear expectations for remote and in-person students.
 - (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
 - (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
 - (11) Instruct and maintain good practice in digital citizenship for all students and staff.

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- (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
 - (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
 - (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
 - (15) Limiting on-line activities for pre-school students.
- c. Mentor teachers should:
- (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
 - (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
 - (4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
 - (5) Continue to maintain logs of mentoring contact.
 - (6) Mentor teachers should consider all health and safety measures when doing in-person observations.
 - (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.

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- d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators will:
- (1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
 - (2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.
 - (3) Prioritize vulnerable student groups for face-to-face instruction.
 - (4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
 - (5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
 - (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
 - (7) Define and provide examples of high-quality instruction given context and resources available.
 - (8) Assess teacher, student, and parent needs regularly.
 - (9) Ensure students and parents receive necessary supports to ensure access to instruction.
 - (10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).

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- (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
 - (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
 - (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
 - (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
 - (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
 - (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
 - (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
 - (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.
- e. Educational services staff members will:
- (1) Lead small group instruction in a virtual environment.
 - (2) Facilitate the virtual component of synchronous online interactions.
 - (3) Manage online platform for small groups of in-person students while teacher is remote.

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- (4) Assist with the development and implementation of adjusted schedules.
 - (5) Plan for the completion of course requests and scheduling (secondary school).
 - (6) Assist teachers with providing updates to students and families.
 - (7) Support embedding of SEL into lessons.
 - (8) Lead small group instruction to ensure social distancing.
 - (9) Consider student grouping to maintain single classroom cohorts.
 - (10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- f. Support staff/paraprofessionals may:
- (1) Lead small group instruction to ensure social distancing.
 - (2) Consider student grouping to maintain single classroom cohorts.
 - (3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
 - (4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.
 - (5) Provide real-time support during virtual sessions.
 - (6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
 - (7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.

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- (8) Lead small group instruction in a virtual environment.
- (9) Facilitate the virtual component of synchronous online interactions.
- (10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

g. Substitutes

- (1) We have developed contingency staffing plans in case of sudden long-term absences and/or vacancies.
- (2) We have developed roles and responsibilities for substitute teachers in both virtual and hybrid settings.
- (3) Substitutes will be designated to a single school building or grade level to avoid too much movement between schools, when applicable.

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

- a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials have:
 - (1) Designated staff members to provide ongoing support with technology to students, teachers, and families.
 - (2) Surveyed teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
 - (3) Provided district one-to-one instructional devices and connectivity, Grades K-8.
 - (4) Provided district email addresses and access to online platforms (usernames/passwords/organizational credentials).

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- b. To ensure student teachers are prepared to start supporting instruction on day one, The Carlstadt Public School will:
 - (1) Train student teachers to use technology platforms.
 - (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
 - (3) Survey assistant teachers to determine technology needs/access (Pre-school).
 - (4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

- c. Student teachers should:
 - (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.
 - (2) Lead small group instruction (in-person to help with social distancing).
 - (3) Co-teach with cooperating teacher and maintain social distancing.
 - (4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
 - (5) Implement modifications or accommodations for students with special needs.
 - (6) Facilitate one-to-one student support.
 - (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
 - (8) Provide technical assistance and guidance to students and parents.
 - (9) Develop online material or assignments.

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- (10) Pre-record direct-instruction videos.
- (11) Facilitate student-centered group learning connecting remote and in-person students.

d. Additional Staff Concerns:

- (1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.
- (2) We have developed a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).
- (3) We have developed roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
- (4) All staff will learn how to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

7. Athletics - Not applicable

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

[See Appendix P – Athletics]

C. Policy and Funding

The impact of the COVID-19 pandemic presents many fiscal challenges to the school district for delivery of instruction and related services to students in

RESTART & RECOVERY PLAN

addition to other basic operational needs. Readyng facilities, purchasing supplies, transporting, and feeding students may look drastically different in the 2020-2021 school year.

1. School Funding

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

- (1) Elementary and Secondary School Emergency Relief Fund;
- (2) Federal Emergency Management Agency – Public Assistance; and
- (3) State School Aid.

b. School District Budgets

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

c. School Funding

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

(1) Purchasing

The Carlstadt Public School district may likely need to purchase items not needed in the past and may experience increased demand for previously purchased goods and services to implement the Plan. The school district shall

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

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

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

(3) Costs and Contracting

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

D. Continuity of Learning

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

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

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

- a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act

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(IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.

- b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.
- c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:
 - (1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
 - (2) IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
 - (3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
 - (4) IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
 - (5) The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.
 - (6) Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility

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for special education and related services or a 504 Plan as required by Federal and State law.

2. Technology and Connectivity
 - a. The Carlstadt Public School strives to ensure that every student has access to a device and internet connectivity. We have prioritized the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access.
 - b. The Carlstadt Public School took the following steps:
 - (1) Completed a needs assessment.
 - (2) Considered the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.
 - (3) Prioritized the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.
 - (4) For students with special needs, accommodations according to their instructional program will be addressed as appropriate for each student.
3. Curriculum, Instruction, and Assessment
 - a. In planning curriculum, instruction, and assessment for reopening, school officials focused on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).
 - b. School officials developed a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.
 - c. Virtual and Hybrid Learning Environment
 - (1) Curriculum

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- (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.
 - (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.
 - (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.
- (2) Instruction
- (a) As we prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.
 - (b) In crafting an instructional plan, the Carlstadt Public School did the following:
 - (i) Developed a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.
 - (ii) Designed for student engagement and foster student ownership of learning.
 - (iii) Developed students' meta-cognition.

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- (iv) Collaborated with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.
 - (v) Assessed the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
 - (vi) Assessed ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.
- (3) Assessment
- (a) For the purposes of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
 - (b) We focused on locally developed pre-assessments and formative assessments upon returning to school.
 - (c) In the absence of Spring 2020 summative assessment data, we identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.
 - (d) Online pre-assessments and formative assessments will be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.
 - (e) Pre-assessments administered at the start of instructional units will be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.

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

4. Professional Learning

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

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- (3) Mentors will provide sufficient support and guidance to novice provisional teachers working in a remote environment.
- (4) Mentoring will be provided in both a hybrid and fully remote learning environment.
- (5) We will use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

e. Evaluation

- (1) The Carlstadt Public School will modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
- (2) We have developed observation schedules with a hybrid model in mind.
- (3) The District Evaluation Advisory Committee (DEAC) will meet to review evaluation policies and procedures.
- (4) The School Improvement Panel's (ScIP) will discuss and inform professional learning, mentoring, and other evaluation-related activities.
- (5) The Carlstadt Public School has consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

5. Career and Technical Education (CTE) - Not Applicable

- a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.
- b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.
- c. Guiding Principles
 - (1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of

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Opportunity and Access as well as Partnerships must be considered.

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

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district funding, Perkins funding (if eligible), discretionary grant funding (if participating), and other Federal entitlement funds.

Appendices

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Restart and Recovery Plan to Reopen Schools

Carlstadt Public School

Board of Education

Fall 2020

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Appendix A

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

- Staff and students will have temperatures checked and charted upon entry to school daily.
- Staff and students will be encouraged to stay home if exhibiting any signs of illness.
- Practices of hand hygiene and respiratory etiquette will be required. Face coverings will be worn when social distancing is not available.
- Students and staff who are at high risk will consult with the Carlstadt Public School Administrative Team, the district's lawyer, the school nurse, and any other relevant personnel to develop an individual plan. Each plan will be developed on a case by case scenario.

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Appendix B

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

a. Social Distancing in Instructional and Non-Instructional Rooms

- Students will be socially distanced in the classroom/therapy room to the maximum extent practicable.
- Student desks will be 6 feet apart. The custodial staff will measure and tape the floor to determine adequate spacing.
- When social distancing is not possible, students and staff will be required to wear a mask. Students and staff will be required to wear a mask:
 - Entering and exiting the building
 - When moving about the classroom
 - Walking through the hallways
 - Walking in and out of the lunchroom
 - Walking to the bathroom
 - During small group instruction (Sneeze shields/guards will also be utilized and maximum capacity at small group tables will be limited based on size of table.)
 - During Child Study Team testing
 - During therapy (OT, PT, ST, Behavior Consultation, counseling, social skills)
 - Any other time that social distancing is not allowable
- When enforcing the use of face coverings may be impractical for young children or individuals with disabilities, sneeze guards/ barriers will be utilized. Students will be offered a face shield.
- When instruction requires cohorts to intermingle, the following precautionary measures will be implemented:
 - Desks/materials/manipulatives will be sanitized by the teacher/ paraprofessional after use
 - Students will be provided hand sanitizer upon entering/ exiting the classroom
 - Deep cleaning daily
 - Use of sneeze guards/barriers
- Related services will utilize a hybrid model of both virtual and in person therapy sessions
 - Pull out, push in and integrated sessions
 - Therapy equipment will be thoroughly sanitized.
 - Minimize the amount of equipment used

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- Physical Therapy and Occupational Therapy will have an option to push into Physical Education classes.
 - b. Procedures for Hand Sanitizing/Washing

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Appendix C

Critical Area of Operation #3 – Transportation

- a. Student Transportation
- b. Social Distancing on School Buses

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Appendix D

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

- Students will line up outside in predetermined locations.
- Lines will be measured to ensure there is 6 feet space in between students.
- Cones or ground markings will be used to designate spaces.
- Each student will be assigned a space. That space is where they will line up prior to school entry.
- Prior to entering the building proper, temperatures will be taken and charted.
- Any student with a temperature higher than 100.4 degrees will not be permitted to attend school that day. Parents/guardians will be notified and student will be quarantined until they are able to be picked up. We have designated two quarantine areas in the building to ensure distancing from the rest of the population.
- Daily temperatures will be charted.
- Once students have entered the building, they will report to their assigned classroom.
- Masks/face coverings must be worn upon entry and exit, as well as while walking through the halls.
- There will be minimal student movement throughout the day. Students will remain in their homeroom classrooms during the day, with the exception of lunch. Teachers will travel to each classroom to minimize student movement.
- Hallway and stairwell traffic will be limited to one way, to the greatest extent possible. Floor markings and signage will be used to clearly indicate these paths.
- Common areas will not be used, with the exception of the cafeteria.
- The cafeteria and Gym A will be used for lunch. The tables have been spaced 6 feet apart and the number of students at each table will be determined by the size of the table.
- Student dismissal will be staggered. This will help to reduce the number of students and parents at the dismissal locations.

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Appendix E

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

- All staff and students will have their temperature checked prior to entering the school building.
- Temperatures of staff and students will be recorded and tracked daily.
- Any staff or student with a temperature of 100.4 degrees or higher will not be permitted to attend school that day. They need to be fever free for 24 hours prior to returning. Staff and students will be relocated to a quarantine area until they are able to be picked up to go home.
- Upon learning of a positive diagnosis, the Health Department will be contacted immediately as advised by the Department of Education as well as the CDC guidelines.
- Staff will be screened using a free-standing thermoscanner. This scanner will be placed at the faculty entrance. Staff will be required to keep record of temperatures and share with the Administrative and Nursing staff.
- Temperatures of students will be checked prior to homeroom. Teaching and support staff will check temperatures using a thermal thermometer and staff will record temperatures daily.
- Staff and students will be required to wear face coverings:
 - During entry and exit of the building
 - While walking through the halls and stairwells
 - In common areas
 - While moving about in the classroom
 - During any time where social distancing is not available

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Appendix F

Critical Area of Operation #6 - Contact Tracing

- The Carlstadt Public School district nurses staff and administrative team will communicate and work collaboratively with the Carlstadt Health Department as it relates to contact tracing of positive COVID-19 cases by students or staff.
- Upon learning of a positive diagnosis, the Health Department will be contacted immediately as advised by the Department of Education as well as the CDC guidelines.

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Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

- All instructional and non-instructional areas will be equipped with disinfecting supplies as well as PPE equipment.
- Staff will have the ability to disinfect any shared surfaces or equipment throughout the day, when necessary.
- Cleaning products used will kill Coronavirus and other viruses on contact. These cleaning products will be utilized by custodial staff as well as teachers when sanitizing throughout the day.
- Cleaning products will be available in every instructional and non-instructional room. These products will include disinfectant spray, wipes, paper towels, hand-sanitizer, gloves, and extra PPE equipment in both pediatric and adult sizes.
- Custodial staff will continue to follow their mandated cleaning procedures. Cleaning will be done during the day in common areas and bathrooms and classrooms will be cleaned nightly. Spot cleaning will occur during the day when necessary.
- The tables in the cafeteria and Gym A (where lunch will be served and eaten) will be disinfected in between lunch periods. A deep clean will be done at the conclusion of the last lunch period.
- Classrooms will be thoroughly cleaned nightly using a sprayer and cleaning solution that kills Coronavirus. In addition, we will use the fogger to disinfect other common areas or any other rooms necessary.
- The custodial staff will be responsible for replenishing cleaning supplies in instructional and non-instructional areas when necessary.
- The quarantine area and nurse's office will be thoroughly cleaned and sanitized nightly.
- Free standing hand sanitizer stations will be available in common areas, hallways, and throughout the building.

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Appendix H

Critical Area of Operation #8 – Meals

- We have installed a computerized software system to promote pre-paid ordering.
- The number of students in the cafeteria lines will be limited and students must stand 6-feet apart. Markings on the ground will help determine proper spacing.
- Only students who did not pre-order their lunch will be required to visit the cafeteria line. Pre-ordering is strongly encouraged.
- All students will be provided with bar coded ID cards to limit contact.
- Orbital scanners will be utilized to limit contact and provide contact-free purchasing.
- In the event the scanner does not work or a student misplaces their ID card, a bacterial sponge will be located near the pin pad to use before and after touching the keypad.
- Disinfecting hand sanitizer stations will be placed outside the cafeteria entrance.
- Students will wash hands or use sanitizer before entering the cafeteria.
- The Cafeteria and Gym A will be used for students to eat lunch to allow for adequate social distancing.
- Younger students and students with special needs will be given a lanyard to hold masks to prevent them from leaving on tables or misplacement.
- Students will be given the opportunity to purchase lunch for virtual days as well as in person days.
- Pre-paid lunches will be distributed grab and go style.

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Appendix I

Critical Area of Operation #9 – Recess/Physical Education

- Carlstadt Public School will adhere to protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan in Section A.1.i.
- Recess times will be staggered throughout the day.
- Physical Education classes will take place outdoors, when available.
- When classes need to be held indoors, proper social distancing will occur.
- Any shared equipment will be thoroughly sanitized prior to usage.
- Students must wear comfortable clothing and sneakers to school on days where they participate in Physical Education classes.
- Students will not use the locker room or change for class until movement into another phase of the plan.

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Appendix J

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

- During Phase 1 of reopening, in-person field trips, extracurricular activities and facilities usage will be suspended.
- Special considerations for facilities usage will be determined case by case.
- All requests must be submitted to the main office and approved by the principal.

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Appendix K

Academic, Social, and Behavioral Supports

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

- a. Carlstadt will continue to meet our obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
- b. Implementation of Extended School Year (E.S.Y.)

Start Date: July 6, 2020

This plan intends to establish guidelines for staff and district students and parents in order to reopen schools for the purposes of testing for special education and related services commencing after July 6th, 2020.

Portions of testing for special education may continue to be hybrid: virtual and in-person, on-site. Virtual portions can include interviews, social histories, and questionnaires. On-site, in-person testing will include direct diagnostic and standardized tests approved for finding eligibility for special education and related services.

This plan was designed upon basic principles of infection control, the *Youth Camp Standards* issued by NJDOE and mainstream guidance from the Centers for Disease Control.

Confirmation of Testing Appointments:

- All CST testing will be arranged through a combination of CST personnel and Hillmar.
- CST is advised to stagger testing times in order to allow for social distancing.
- A schedule of testing will be shared with administration and custodial staff through the Google Sheet titled [2020 Testing Schedule](#) and confirmed by the evaluator 24-48 hours prior to the testing date.
- Parent will be emailed the Health Survey which is to be completed and submitted on the day of testing.
- Once the appointment is confirmed, the parent/guardian will be advised of the Building Entry Protocol for Parents/Guardians.

Staff Entry for Testing for Special Education and Related Services

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- Testing will occur in 1) CST Office and 2) Room 112
- All Staff is to enter through the front door
- Temperature Check and Health Questionnaire upon arrival
- Face coverings must be worn
- Staff are required to use hand sanitizer when entering the building
- Staff **should not** come to work if they demonstrate the following symptoms:
 - Temperature above 100.4 degrees Fahrenheit.
 - Dry Cough
 - Shortness of Breath
 - Headache
 - Fatigue
 - Body Aches
 - Sore Throat
 - Loss of Taste or Smell
 - GI changes such as nausea
 - Stuffy and/or runny nose
 - Diarrhea
- Anyone who tests positive must stay home in isolation for a period of 3 days without fever, and 7 days without symptoms.
 - Anyone who goes home sick should get a COVID test, and remain in isolation until test results comes back.
 - Anyone who came in close contact (i.e within 6 ft. for about 10 minutes) should stay home for a period of 14 days, and monitor for symptoms.
- Staff should adhere to the 6ft of social distancing
- If a staff member, during the course of testing, experiences symptoms that may be related to COVID-19, that staff member will discontinue testing, leave immediately and be advised to seek medical attention.

Parent/Guardian and Student Entry

- Once the test is confirmed parents/guardians arrive at CPS (main entrance). Parent is to call CST office x 3139 and the evaluator will come out.
- Health Survey will be emailed to parents prior to testing. Parents will submit the health survey.
- Students will be encouraged to wear a face covering, age 3 and up.
- If entering the building, all adults must wear a face covering.
- All students will have a temperature checked prior to testing. If the temperature registers 100.4 or higher, the parent/guardian or student will not be admitted for testing that day. Testing will have to be rescheduled for at least three days of temperature free registers, below 100.4.
- Parents will wait outside until testing is finished. Evaluator will call the parent to pick up the student when testing has concluded.

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Procedures for Testing

- Social Assessments will be conducted remotely either through a phone conference, Zoom meeting or Google Hangout.
- Educational, Psychological, Speech, Occupational Therapy, and Physical Therapy evaluations will be conducted in-person. The following measures will be taken:
 - Upon arrival, student will be greeted at the main entrance by the evaluator. Parents will be prohibited from entering the building. When finished, the evaluator will call the parent to pick up the child.
 - Student/ evaluator temperature will be taken and recorded in log.
 - Upon scheduling evaluation, evaluators will communicate to parents to stay home if the child is feeling ill or has had a fever within 72 hours.
 - Evaluator and student should wear face covering and gloves
 - Maintain social distancing of six feet or more or utilize sneeze guard/ barrier. When social distancing is unattainable, face masks shall be worn.
 - Disinfect all materials carefully before and after testing. The Examiner and evaluator should wash their hands before and after use. Do not touch the materials yourself after they are disinfected and prepared.
 - During testing, do not place materials back in the kit immediately after use. Instead, have several resealable plastic bags on hand: some labeled “clean” and the others labeled “dirty” for storage and later cleaning of manipulatives.
 - Option to test outdoors, when weather conditions permit.
 - Option to test in a classroom following social distancing
 - New writing utensil will be utilized for each student and disinfected after each use
 - After each student is tested, the area will be thoroughly cleaned and disinfected.
 - Encourage the examinee to point rather than touch stimulus books.
 - You may offer latex gloves. Ensure examinees do not have a

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- latex allergy before using latex gloves
- When testing has finished, students and staff should wash their hands.
- No food, drink, toys, or additional bags unless relevant to testing.
- Manipulatives will be sanitized; one-time use of student pencils, protocols can be disinfected and placed in plastic bags

PROCEDURES FOR IN-PERSON TESTING

1. Prior: Staff schedules TESTING TIME, LOCATION, ROOM, PLACE TO ENTER BUILDING

1. “This is the case manager confirming the scheduled time for testing. Please only bring your child and yourself. Please be aware that there will be a brief health check and we ask that your child not bring any snacks or additional items into the building while being tested. You’ll be asked to remain outside of the building during the testing time. We do not anticipate the time testing to exceed two hours. You will receive a Health Survey via email/ mail. Please print and complete the day or, prior to testing, Please come in the back entrance and call x 3139 when you arrive”.

2. **Prior:** After confirming with families, share the schedule with custodians and administrators. Staggering of arrival/dismissal will be maintained for safety and cleaning/disinfecting to be completed.

3. **Staff check in:** Complete Health Survey, make sure they have PPE/mask (if they do not, one will be provided to them), sanitized materials needed for testing

4. **Family check in:** Complete Health Survey, Student temperature checked, describe testing

Procedures

5. **Staff evaluate students in a sanitized room.** [Cleaning Schedule](#)

6. **Staff complete testing,** student is returned to family.

7. **Staff separate materials to sanitize; Custodians clean and disinfect materials;** disposable materials are disposed of within the room. **Staff follow hand washing procedures.**

10. **Custodian sanitizes room; labeled** ready for use.

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- c. Considerations for Addressing the Education of students with Disabilities
- i. Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
 1. Medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan will be addressed on an individual basis. Documentation of the medical condition and requested accommodations will be submitted to Carlstadt's school physician.
 - ii. IEP teams will review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
 - IEP teams will consider the impact of missed services on student progress towards meeting their IEP goals and objectives. Compensatory services will be provided to address regression and recoupment of skills.
 - Multiple measures of student progress will be reviewed to determine the loss of critical skills. Additional services will be provided when atypical regression has occurred.
 - The assessment of and plan to address learning loss will be discussed at each student's IEP meeting. Data regarding student progress or regression will be reviewed during these meetings and provisions will be made based on each student's individual status.
 - a. Special Education Instruction
 - i. Linkit Assessment
 - ii. AIMSweb Curriculum Based Measures
 - iii. Informal measures including, teacher made rubrics, teacher observation and anecdotal records
 - iv. Review of IEP and progress towards individual goals and objectives
 - b. Related Services
 - i. Review of IEP and progress towards individual goals and objectives
 - ii. Informal measures including, therapist made rubrics, therapist observation and anecdotal records
 - iii. IEP teams will consider the impact of missed services on student progress towards meeting their IEP goals and objectives, and determine if additional compensatory services are needed to address regression and recoupment of skills.

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- IEP teams will consider the impact of missed services on student progress towards meeting their IEP goals and objectives. Compensatory services will be provided to address regression and recoupment of skills.
 - Multiple measures of student progress will be reviewed to determine the loss of critical skills. Additional services will be provided when atypical regression has occurred.
- iv. Procedures to complete overdue evaluations.
- The Child Study Team (CST) has already begun the procedure of completing overdue and/or incomplete evaluations in order to determine eligibility for services for the 2020-2021 school year. They have been meeting remotely with parents for eligibility and IEP meetings and teachers have submitted their present levels of performance. Overdue evaluation will be completed by 8/25/2020. (see ESY section for additional information)
 - CPS staff, including teachers, therapists, and behaviorists will continue to participate in virtual Individualized Education Program (IEP) meetings.
- v. Child Study Team personnel will identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance (not applicable)
- vi. Parents will be notified of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan.

Wrap Around Supports

- Carlstadt Public School will develop a well trained, collaborative team of staff members that will be responsible for determining student and family needs, coordinating services, and providing additional resources to the students and families. Wrap Around services this team may explore include: mental health support, counseling, behavioral consultation, family engagement, linkage to outside agencies and mentoring.

Curriculum and Instruction

V. Assessment of English Language Learners (ELL's)

- Instructional methodologies used during remote instruction will be reviewed and amended where applicable.
- Multiple measures of student progress will be reviewed to determine the loss of critical skills. Targeted intervention through ESL and Sheltered Instruction classes will be utilized.
 - Informal measures

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- Teachers feedback
- Observation
- Linkit
- Classwork
- Anecdotal records

Vi. The district will assess ELL's levels of engagement and access to in person and virtual instruction.

- Chromebooks will be provided to all students in grade K-8.
- ESLteacher will consult with classroom teachers to identify potential barriers to learning and access and brainstorm possible solutions.
- Based upon data collected during the extended school closure, the district will amend the program to support those students who responded well to virtual instruction and those that responded more positively to in- person instruction.
- The ESL committee has selected Edmentum Newcomer Program, which is a standards-based English language-learning program for grades 4-12. Students are exposed to text that increase with difficulty as progress is achieved. (placement tests, individualized learning path, online workbooks) It's purpose is to supplement individualized instruction.

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Appendix L

Restart Committee

- The Restart Committee included:
 - The Carlstadt Administration Team (Superintendent, Assistant Superintendent, Business Administrator, Principal, Director of Special Services)
 - Technology Coordinator
 - CEA President
 - Teachers
 - Para-Professionals
 - Parents
 - School Counselor
 - Local Municipality Personnel (Chief of Police, Chief of Fire, OEM, Carlstadt Buildings and Grounds)
- The Restart Committee was broken down into sub-committees focusing on various areas of the reopening process. These committees included:
 - Attendance Procedures
 - Special Education Department
 - English Language Learners
 - Pre-Kindergarten
 - Elementary Department
 - Middle School Department
 - Special Areas Department
 - Lunch and Recess Procedures
 - School Safety and Drills
 - Health and Wellness
 - School Entry and Exit Procedures

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Appendix M

Pandemic Response Teams

Pandemic Response Team is comprised of the following members:

- Superintendent and Assistant Superintendent;
- Teachers;
- Child Study Team member;
- School Counselor;
- Principal;
- School Nurse;
- Teachers representing each grade band served by the school district and school;
- School safety personnel;
- Members of the School Safety Team;
- Custodian; and
- Parents.

The Pandemic Response Team is responsible for:

- Overseeing each school's implementation of the 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 school district.
- Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

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Appendix N

Scheduling of Students

Grade PK We are able to make accommodations in classrooms and schedules to safely have all students in school daily.

1. Students in general education pre-kindergarten programs will follow the normal daily two and one half hour schedule four days per week. Pre-K disabled students will receive their programs from 8:45-1:30 four days per week. Both groups will receive virtual instruction on Wednesdays.

Grades K -8 Due to enrollment, building and classroom size, and the daily academic schedule, students in these grades will follow a hybrid schedule of onsite and distance learning. Additionally, these grade levels will receive their programs starting at 8:35 daily. Dismissal times will be staggered with the last group being dismissed at 2:00 p.m. Students will be placed into two cohorts. We will make every attempt to arrange the cohorts so that siblings across the District will be following the same schedule. Students will be placed into two cohorts named “A” and “B”. “Cohort A” will attend school on Monday and Tuesday. “Cohort B” will attend school on Thursday and Friday. Wednesdays will be virtual for both cohorts. On days that the cohort is not in the building, students will log in for distance learning lessons utilizing a predetermined schedule.

Students in the Pre-K self-contained special education classes will attend in-person from 8:45-1:48, four days a week. There will be three staggered dismissal times to help with exiting students in a safe manner.

Wednesday will also be virtual for these students. This arrangement is in line with the programming needs of students. Additionally, these class sizes are smaller and can properly social distance. We will be following CDC guidelines.

Students may also opt for an all virtual learning option. They will follow a previously determined schedule. They must be available for learning during school hours.

Learning will be both synchronous and asynchronous. Students will attend live learning sessions through Zoom and will also have the opportunity to complete independent

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work. Teachers will be available to consult with throughout the day and during our extra learning time from 2:30-3:30 Monday through Thursday and 2:30-3:10 on Friday.

We recognize that the schedule for grades K-8 will present difficulties for some families, but following this plan is required for student and staff safety. The fifty percent reduction of students will allow for proper social distancing. The abbreviated day for students will allow teachers to devote time to virtual instruction for the students who are working at home each day. The earlier dismissal of students will provide additional time to sanitize the school building on a daily basis.

CPS Bell Schedule	
Period	Time
Entry	8:30-9:00
1	9:02-9:32
2	9:34-10:04
3	10:06-10:36
4	10:38-11:08
5	11:10-11:40
6	11:42-12:12
7	12:14-12:44
8	12:46-1:16
9	1:18-1:48
Virtual Learning	2:30-3:30

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Dismissal		
Grade	Time	Location
2	1:48	Front Entrance
1	1:53	Front Entrance
K	1:58	Front Entrance

Grade	Time	Location
3	1:48	Entry #
4	1:53	Stair 2 to Entry #
5	1:58	Stair 2 to Entry #

Grade	Time	Location
6	1:48	Down Stairwell to Entry #
7	1:53	Down Stairwell to Entry #
8	1:58	Up Stairwell to Entry #

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Appendix O

Staffing

- The Carlstadt Public School district gives access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year will consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.
- When making staffing scheduling and assignments, the Carlstadt Public School district will comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.
- The Board's Plan has identified roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.
- As schedules are adjusted, educators will maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.

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Appendix P

Athletics

Not applicable at Carlstadt Public School.

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CHART OF USEFUL LINKS

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

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Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/
Section	Title	Link
	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf
	Guidance for Child Care Programs that Remain Open	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html
	General Business Frequently Asked Questions	https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	https://www.nj.gov/education/njtss/guidelines.pdf
	RTI Action Network	http://www.rtinetwork.org/
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf
Wraparound Supports	SHAPE	http://www.schoolmentalhealth.org/SHAPE/

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

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Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtwtgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm
Section	Title	Link
Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bsol/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Section	Title	Link
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-

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	during the COVID-19 Pandemic School Closures and Beyond	on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml
Section	Title	Link
Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/
Career and Technical Education (CTE)	Communicable Disease Service	https://www.nj.gov/health/cd/topics/covid2019_schools.shtml
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html