

RESTART & RECOVERY PLAN

Restart and Recovery Plan to Reopen Schools

Banyan School
Board of Trustees

Fall 2020
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RESTART & RECOVERY PLAN

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Introduction

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

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

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

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

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

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

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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
 - (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

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

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

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

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

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

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

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

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

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

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

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

- (1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:
 - (a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
 - (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
 - (c) Results must be documented when signs/symptoms of COVID-19 are observed.

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- (d) Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.
- (2) The Board must adopt procedures for symptomatic staff and students, which shall include the following:
- (a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.
 - (b) If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
 - (c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:
 - (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
 - (ii) Following current Communicable Disease Service guidance for illness reporting.
 - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.

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- (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 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.

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- (c) The individual is in water.
- (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
- (e) The student is under the age of two and could risk suffocation.

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

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

f. Critical Area of Operation #6 – Contact Tracing

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

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

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

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

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- (2) The Board's Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
 - (a) A schedule for increased routine cleaning and disinfection.
 - (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. 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. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
 - (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:
 - (i) Classroom desks and chairs;
 - (ii) Lunchroom tables and chairs;
 - (iii) Door handles and push plates;
 - (iv) Handrails;
 - (v) Kitchens and bathrooms;
 - (vi) Light switches;
 - (vii) Handles on equipment (e.g. athletic equipment);
 - (viii) Buttons on vending machines and elevators;
 - (ix) Shared telephones;

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- (x) Shared desktops;
 - (xi) Shared computer keyboards and mice;
 - (xii) Drinking fountains; and
 - (xiii) School bus seats and windows.
- (e) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

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

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

- (1) If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board’s Plan, if applicable:
- (a) Stagger times to allow for social distancing and clean and disinfect between groups.
 - (b) Discontinue family style, self-service, and buffet.
 - (c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.
 - (d) Space students at least six feet apart.
 - (e) Require individuals must wash their hands after removing their gloves or after directly handling used food service items.

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

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

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

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- (a) Stagger recess, if necessary.
 - (b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
 - (c) The use of cones, flags, tape, or other signs to create boundaries between groups.
 - (d) A requirement that all individuals always wash hands immediately after outdoor playtime.
 - (e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.
 - (f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).
 - (g) Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.
 - (i) If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.
 - (ii) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.
- (2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.

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

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

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

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

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

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

2. Academic, Social, and Behavioral Supports

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

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

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

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

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

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

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

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

b. Multi-Tiered Systems of Support (MTSS)

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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.

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Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

d. Food Service and Distribution

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

e. Quality Child Care

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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

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B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

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

[See Appendix L – Restart Committee]

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

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

[See Appendix M – Pandemic Response Team]

3. Scheduling

- a. The Board's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.
- b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.

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- (1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
 - (2) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.
- c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
- (1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
 - (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in 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.

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- (b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
 - (3) Secure a steady supply of resources necessary to ensure the safety of students and staff.
 - (4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.
 - (5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.
- e. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board's Plan.

[See Appendix N – Scheduling of Students]

4. Staffing

- a. The school district should consider access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.
- b. When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.

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- c. The Board’s Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.
- d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
- e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
 - (1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.
 - (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).
 - (3) Certification
 - (a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.

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

[See Appendix O – Staffing]

- 5. In-Person and Hybrid Learning Environments: Roles and Responsibilities
 - a. In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.
 - b. Instructional staff should:
 - (1) Reinforce social distancing protocol with students and co-teacher or support staff.
 - (2) Limit group interactions to maintain safety.
 - (3) Support school building safety logistics (entering, exiting, restrooms, etc.).
 - (4) Become familiar with district online protocols and platforms.
 - (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
 - (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
 - (7) Provide regular feedback to students and families on expectations and progress.
 - (8) Set clear expectations for remote and in-person students.

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- (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
 - (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
 - (11) Instruct and maintain good practice in digital citizenship for all students and staff.
 - (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
 - (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
 - (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
 - (15) Limiting on-line activities for 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.

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- (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.
- d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:
- (1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
 - (2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.
 - (3) Prioritize vulnerable student groups for face-to-face instruction.
 - (4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
 - (5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
 - (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
 - (7) Define and provide examples of high-quality instruction given context and resources available.
 - (8) Assess teacher, student, and parent needs regularly.
 - (9) Ensure students and parents receive necessary supports to ensure access to instruction.

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- (10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
 - (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
 - (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
 - (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
 - (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
 - (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
 - (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
 - (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
 - (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.
- e. Educational services staff members should:
- (1) Lead small group instruction in a virtual environment.

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

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- (7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
- (8) Lead small group instruction in a virtual environment.
- (9) Facilitate the virtual component of synchronous online interactions.
- (10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

g. Substitutes

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

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

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

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- (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
 - (8) Provide technical assistance and guidance to students and parents.
 - (9) Develop online material or assignments.
 - (10) Pre-record direct-instruction videos.
 - (11) Facilitate student-centered group learning connecting remote and in-person students.
- d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:
- (1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.
 - (2) Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).
 - (3) Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.
 - (4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
 - (5) Increase need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

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7. Athletics

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

[See Appendix P – Athletics]

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C. Policy and Funding

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

1. School Funding

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

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

- b. School District Budgets

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

- c. School Funding

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

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(1) Purchasing

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

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

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

(3) Costs and Contracting

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

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D. Continuity of Learning

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

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

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

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

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
 - a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
 - b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.
 - c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:

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- (1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
- (2) IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
- (3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
- (4) IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- (5) The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.
- (6) Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.

2. Technology and Connectivity

- a. School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.

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- b. Districts should:
 - (1) Conduct a needs assessment.
 - (2) Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.
 - (3) Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.
 - (4) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.
 - (a) If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.

3. Curriculum, Instruction, and Assessment

- a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).
- b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.
- c. Virtual and Hybrid Learning Environment
 - (1) Curriculum
 - (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.

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- (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.
 - (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.
- (2) Instruction
- (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.
 - (b) In crafting an instructional plan, the school district should consider the following:
 - (i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.
 - (ii) Design for student engagement and foster student ownership of learning.
 - (iii) Develop students' meta-cognition.
 - (iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.

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- (v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
- (vi) Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.

(3) Assessment

- (a) For the purposed of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
- (b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
- (c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.
- (d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.
- (e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.
 - (i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

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4. Professional Learning

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

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- (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.
- e. Evaluation
 - (1) School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
 - (2) School districts should develop observation schedules with a hybrid model in mind.
 - (3) School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
 - (4) School districts should consider the School Improvement Panel's (SciP) role in informing professional learning, mentoring, and other evaluation-related activities.
 - (5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.
5. Career and Technical Education (CTE)
 - a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.
 - b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.
 - c. Guiding Principles
 - (1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.
 - (2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.
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d. Quality CTE Programs

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

e. Work-Based Learning

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

f. Career Advisement and Development

Strong career advisement in conjunction with business and community partnerships are essential components of CTE programs and cannot be compromised in a time of increased social distancing; therefore, modifications must be developed to maintain program quality.

g. CTE Recruitment and Retention

CTE teachers require support in transforming their curricula and shifting their instructional practices to meet the needs of the changing classroom environments in a time of social distancing.

h. Funding to Support CTE Programs

The school district has the ability to utilize the CARES Act – Elementary and Secondary School Emergency Relief Fund (ESSER) grants, local district funding, Perkins funding (if eligible), discretionary grant funding (if participating), and other Federal entitlement funds.

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Appendices

Restart and Recovery Plan to Reopen Schools

**Banyan School
Board of Trustees**

Fall 2020

RESTART & RECOVERY PLAN

Appendix A

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

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

1. Protocol for High Risk Staff Members
 - a. The Administration will survey staff members to determine who is at High Risk, based on the criteria set in Policy 1648.
 - b. The Administrative Team, School Nurses, and Human Resources Department will identify and evaluate the respective requests.
 - c. High Risk Staff members will be notified of their right to request an interactive meeting to discuss reasonable accommodations.
 - d. High Risk Staff members will be advised as to potential options for personal leave if they wish to pursue their options in that area, through Human Resources.

2. Protocol for High Risk Students
 - a. The administrative team and school nurses will survey parents to determine those students who present as high-risk students, to ensure knowledge of high-risk conditions.
 - b. The administrative team and school nurses will discuss with the student's family the safest and most reasonable option for safe learning.
 - c. If attending in person learning, high risk students will be offered additional reasonable accommodations as they apply.

3. General Building Protocol
 - a. Visitors to the buildings will be prohibited, unless related to matters of student health.
 - b. Parents will only be permitted to enter if picking up a child who is ill, and that child will be escorted to the entry foyer by the school nurse.
 - c. Intake visits, IEP team meetings, and all related meetings will be held virtually rather than in person.
 - d. Deliveries will be left outside the entry door.

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Appendix B

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

Appendix B details the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.b., including, but not limited to:

1. Social Distancing in Instructional and Non-Instructional Rooms
 - a. Classrooms will be designed to accommodate 4-5 students who will remain in that classroom based on their Elementary School “Pod” or High School Cohort throughout the four hour school day.
 - b. Floors will be marked with a 6 foot radius for student desks to be maintained. Whenever possible, students will be facing in the same direction.
 - c. At the Elementary School, teachers will be limited to 2-3 who interact with a pod. Only those teachers will provide all instruction throughout the morning. At the High School level, similar efforts will be made to reduce the number of teachers with whom each Cohort interacts on each day, by partnering similar subject area teachers on alternating days.
 - d. Elementary School students in a pod will only interact with the other students within that pod.
 - e. High School student cohorts will be consistent to minimize exposure to many students.
 - f. Key curriculum areas (ELA, Math, and selected content areas) will be taught throughout the morning session. Other content areas (social studies, science, PE, art and music) will be provided virtually in afternoon sessions with larger groups.
 - g. Related services will also be provided via multiple means as appropriate. This may occur virtually in afternoon sessions, in person during the instructional morning session, or in a combined way, as determined by the therapist.

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- h. Traffic flow throughout the building will be identified with markings on the floors and will ensure limited exposure to other staff and students as much as possible.
 - i. Classrooms will be monitored by staff and cleaned throughout the morning. Classrooms will be disinfected at the end of each day.
- 2. Procedures for Hand Sanitizing/Washing
 - a. Hand sanitizers will be available in each classroom for frequent use, as well as in entry areas and hallways, outside of restrooms.
 - b. A system of regular, periodic hand washing will be established by each teacher in a classroom. Bathrooms and other common areas will be cleaned throughout the day by additional cleaning staff.

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Appendix C

Critical Area of Operation #3 – Transportation

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

1. Student Transportation
 - a. As a receiving school, transportation arrangements are made by our sending districts, and as such are outside of our purview.
 - b. The Banyan School will assist districts as able in the instruction of students as to the importance of social distancing on buses.

2. Social Distancing on School Buses
 - a. Banyan School will provide social stories and lessons for students, as a part of our Student Education and Training relative to COVID-19 practices.
 - b. Banyan School will provide daily reminders and prompts as students board the buses to depart.

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Appendix D

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

Appendix D details the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.d., including, but not limited to:

1. Location of Student and Staff Screening
 - a. Student Screening will take place via multiple means.
 - i. Parents will assert that they have checked temperatures and answered the prescribed questions prior to sending students on the bus.
 - ii. The School Nurse will greet all students at the entryway to school to scan foreheads for body temperature prior to building entry. Entrance to the buildings will be limited to one access point upon arrival.
 - b. Staff Screening will take place upon arrival to the building, as teachers enter the front foyer.
 - i. Staff temperatures will be checked upon entry to the foyer. Staff will verify with a signature the log book, indicating they have passed the health screening. Entrance to the building will be limited to one access point for staff as well.
 - ii. The health screening log book will be located at the main point of entry to the building.
2. Social Distancing in Entrances, Exits, and Common Areas
 - a. Entrances and exits will be:
 - i. Designated for specific use: entrance or exit, based upon building floor plan and number of entrances/exits.
 - ii. If only one entrance/exit: staggered entry and dismissal
 - b. Entrances, exits and common areas will be measured and marked for 6 ft. distance.
 - c. Upon entry to the building, hand sanitizer pumps will be available.
 - d. Entrances, Exits and Common Areas will have signs posted for reminders of required face masks and the designated areas and 6 ft. distance to be maintained.
 - e. Entrances, and Exits will have signs posted to use the bell for entrance to request entry to the building.

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- f. Common Areas such as stairwells and hallways will be marked with directional signs.
- g. Access to the buildings will be limited in order to limit the number of people who enter the buildings.

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Appendix E

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

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

1. Screening Procedures for Students and Staff
 - a. The School Nurse will greet all students at the entryway to school to scan foreheads for body temperature prior to building entry.
 - i. Based on temperature reading and verbal health screening the student will either be allowed to enter the school or instructed to return home.
 - ii. If a student fails temperature reading and/or health screening, a student will be placed in a designated supervised isolation room until a parent/guardian can pick them up.
 - b. Staff will scan their own forehead for body temperature and record the results in a log provided in the Main Office.
 - c. Staff will review and answer a health check questionnaire upon entry to school.
 - i. Based on responses and temperature reading the staff will be allowed to enter or instructed to leave school.
2. Protocols for Symptomatic Students and Staff
 - a. If a student becomes symptomatic, he/she will be placed in a designated supervised isolation room.
 - i. Parent/guardian will be called and asked to promptly retrieve the child and seek medical evaluation.
 - ii. The Pandemic Response Team will be notified and determine further actions.
 - b. If a staff member becomes symptomatic, they will be instructed to leave the building and seek medical evaluation.
 - i. The Pandemic Response team will be notified and determine further actions.

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Protocols for Face Coverings

1. Face coverings are mandatory for all staff prior to building entry unless doing so would inhibit the individual's health.
 - a. Staff will be encouraged to wear their own masks.
 - b. Should masks be needed, one new mask will be provided daily for all staff upon entry to the school building.
 - c. Face coverings must be worn at all times.

2. Face coverings are strongly encouraged for students while in the school building unless doing so would inhibit the individual's health.
 - a. Face coverings may be removed while a student is seated at their desk unless social distancing cannot be maintained.
 - b. Face coverings are to be donned while students move around the classroom and in the common areas.

3. Face shields will be provided to all staff to be worn in addition to a mask or face covering if so desired.
 - a. Face shields are not mandatory.

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Appendix F

Critical Area of Operation #6 - Contact Tracing

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

1. Contact Tracing Procedure:
 - a. Upon notification that a student or staff member has tested positive for COVID-19, the school district will notify the local health department to report the case, along with demographic information of the student or employee, since students are received from other districts. The school staff will provide as much information as possible to determine close contacts to whom the identified party may have spread the virus, where close contact is defined as being within six feet for a period of at least ten minutes.
 - b. The school will cooperate with both the school's local Department of Health and the student's sending district Department of Health to coordinate contact tracing efforts.
 - c. Banyan School will ensure that adequate education on symptoms and contact tracing will be provided to staff.

2. Banyan School will support contact tracing efforts by following all local, state and federal guidelines for schools including:
 - a. Contacting the relevant local Departments of Health to notify them of confirmed cases of COVID-19.
 - b. Cooperating with the local Departments of Health to implement guidance regarding next steps.
 - c. Maintaining records of student pods/cohorts and assigned staff, along with records of daily attendance to support contact tracing efforts.
 - d. For individuals diagnosed with COVID 19, the school nurse will be in daily contact with the staff member or parent of the sick child in order to monitor the patient's symptoms and assist in contact tracing as needed.
 - e. The school nurses will serve as staff liaisons responsible for providing notifications and carrying out other components of the contact tracing policy.
 - f. Providing information to all stakeholders about the important role contact tracing plays in reducing the spread of disease.

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Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

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

1. Cleaning Procedures

- a. Classrooms will be equipped with large hand sanitizer dispensers for frequent hand disinfecting. .
- b. Students will wash hands frequently. especially after snack, use of any shared materials and after bathroom breaks. Teachers will model and teach proper hand washing techniques and strategies.
- c. Classrooms will be cleaned frequently by paraprofessionals throughout the day.
- d. Classrooms will be sanitized at the end of each day with an approved cleaning system that complies with Department of Health guidelines.
- e. Common areas will be cleaned and disinfected on a similar schedule.
- f. Students will be provided with individual containers for all daily school supplies. These containers will be provided to each student and cleaned at the end of the school day. All individual supplies will be maintained in each students' container.

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Appendix H

Critical Area of Operation #8 – Meals

Appendix H details the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.h.

1. School cafeterias will not be utilized, since students will not have lunch at school.
2. We do not participate in the National School Lunch Program, so there is no plan to distribute meals, such as 'grab and go' in our plan.
3. In collaboration with our sending district, we are informed that the students in our program who qualify for free and reduced meals are being offered meals by their respective sending districts, and are notified as to the locations and time frames during which they can pick up their grab and go meals.
4. Students will have a snack mid-morning provided by parents. All snacks will be in disposable containers. No thermoses or lunch boxes will be permitted.

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Appendix I

Critical Area of Operation #9 – Recess/Physical Education

Appendix I details the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.i.

1. Recess activities
 - a. Recess will be on a scheduled basis. One/two pods at a time will be permitted to gather outside in playground areas but will be limited to clearly identified specific areas on the playground. Equipment will be wiped down after each pod recess.
2. Physical Education
 - a. Physical education classes (Elementary School) will be provided virtually in the afternoons by the physical education teacher. Activities will be suggested that can be completed either during the session or afterwards at home.
 - b. Physical Education classes (High School) will be provided virtually during the regular school day to meet the minimum requirements of 150 minutes per week. Weather permitting, students will engage in physical activity outside.
3. Use of cones, flags, tape, or other boundary identifiers will be used to mark 6 ft. apart.
4. Designated areas will be assigned to specific groups for their session.
5. Activities without use of contact to equipment and people will be encouraged. If physical education equipment is necessary, staggered use will be implemented (when able). After each activity use, the equipment will be sanitized.
6. Immediately following activity (physical education/recess), students will be directed in handing washing procedure.
7. Lockers and locker rooms are not available at the school buildings.

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Appendix J

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

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

1. Field Trips, Extra-Curricular activities will be suspended unless these can be implemented through virtual learning activities.
2. Outside community organizations have been notified of school facilities' health and safety protocols.
3. Use of technology will be used to continue with virtual extracurricular activities, excluding in-person contact.

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Appendix K

Academic, Social, and Behavioral Supports

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

1. Banyan Schools implement the Social Thinking curriculum by Michelle Garcia Winner. This program provides for instruction addressing critical social skills and is implemented throughout the day and curriculum. It also provides strategies to teach students to become more self-aware and more effective in managing their emotions with specific strategies such as:
 - a. Strategies for decision making (i.e. identifying choices, understanding options, anticipating consequences, taking a course of action, assessing the outcome).
 - b. Strategies to help students set goals for themselves
 - c. Strategies to help students self-manage emotions.
2. Staff are trained in Social Thinking Curriculum and utilize terminology and strategies that are inherent to the curriculum.
3. This curriculum provides students with frequent opportunities to reflect on both the content and experience of learning and social interactions.
4. Mental Health providers will be available to support students on an ongoing basis, both in person and virtually.
5. Support to families will be provided via virtual conferencing and written communication.
6. Mental Health providers will make connections to the greatest extent possible with private providers that service our students to ensure cohesive treatment.
7. Paraprofessionals provide additional academic and behavioral supports to students and families where needed, under the guidance of the classroom teachers and BCBA.

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Appendix L

Restart Committee

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

1. The Restart Committee

- a. Includes members of the Board of Trustees, Administrators, PTO president, educators representing all disciplines and departments. (Exhibit A, attached, lists names of committee members.)
- b. Medical staff are working closely with the local Health Department to address the needs, such as cleaning supplies, PPE's, hygiene prevention methods/procedures.
- c. All students enrolled at the school have special needs. Each student's disability and/or medical fragility has been considered. Knowledge of staff's medical issues have also been considered.
- d. The team is also divided into two sub-teams:
 - i. Elementary School (Lower School)
 - ii. High School (Upper School)
- e. Each team works within the same parameters, while specializing for the age and grade levels.

2. Pandemic Response Teams

- a. A team has been developed beginning with the well established Crisis Management team, which includes the Administrators, Social Worker, LDTC, Nurse and educators to centralize, expedite and implement the related decision-making.
- b. Lead building administrator will report to the Director of Schools, to ensure coordination of actions, district-wide and to communicate with the sending school district(s) and community as needed.
- c. Members: (Exhibit B attached, lists members.)
 - i. Director
 - ii. Building Principal
 - iii. Teachers
 - iv. Child Study Team member
 - v. Social Worker
 - vi. School Nurse
 - vii. Custodian
 - viii. Parent representative

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d. Responsibilities

- i. Team members will take part in decision-making regarding the health and safety measures and provide leadership to the school body.
- ii. Team members will respond to all reported concerns, and convene immediately should a positive diagnosis be received.
- iii. Team members will implement the designed plan, issue communications as needed, and reflect on the outcomes, adjusting the plan as needed, to foster and maintain a safe supportive school environment.
- iv. Team members will provide/coordinate on-going training and support for staff, throughout the implementation of the plan.
- v. Team members will collect data regarding all health and safety measures during the COVID-19 health crisis with results reported to the Director, who will continue to keep the community abreast of the information.
- vi. Team members will continue creating avenues of communication with all stakeholders to ensure open lines of communication throughout the health crisis to keep all members of the school community well-informed.

e. Meeting time

- i. The Team will meet regularly and continue to give stakeholders abreast of the updates and any changes.

3. Scheduling

- a. Referring to guidelines given by the State, County and Local Board of Health, compiling information and data from the primary stakeholders, and reviewing a variety of scheduling options, the School has created a hybrid plan to include resumption of in-person instruction along with virtual learning, which will uniquely address the needs of our specialized population.
- b. The anticipated start date will remain consistent to the established school calendar, with school opening for students on September 2, 2020. This start date is pending ability to transform the school environment successfully prior to that date. A number of environmental improvements are in process, including: upgrades to ventilation systems, installation of UV cleaning devices, installation of live stream technology features, and

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installation of dividers in large areas (e.g. gym, cafeteria) to increase instructional spaces.

- c. Virtual learning will continue as part of the hybrid design. If a return to fully remote learning is required, the schedule will easily allow for this adjustment. Student groups will be created in such a way that the same groups can be maintained via either platform: in person or remote learning. All students will be provided the technology tools that they need. Additionally, manipulatives and lesson materials will be provided equally for all students, whether virtual or in person. If an Emergency Closure is warranted, notification will be sent via our student information system to all parties involved. The student information system will utilize texting, emails and calling specific to each parent/guardian. Should an emergency closure occur, Instructional staff are prepared to send virtual learning links to all students, to resume virtual instruction for all students following the identified pods/cohorts established by this plan.
 - i. The school day will consist of four-hour sessions, five days per week. Related services will be included for all students, either in-person or virtually as determined by the therapist.
 - ii. Special subject area classes will be provided during the afternoon hours on a rotating schedule.
 - iii. Students are expected to attend all classes following the Board approved 180-day calendar. Student-teacher contact time will meet the requirements of the minimum four-hour school day. Students have the opportunity to attend classes in-person and virtually through live streaming. All students adhere to the set schedule.
- d. All of the population attending the Banyan Schools are students with special needs.
 - i. The standard of the school is to provide students with their IEP driven accommodations and modifications, and supports, through technology-based formats.
 - ii. All programs will be developed and evaluated on an ongoing basis, to provide meaningful educational benefit.
- e. The school will provide a hybrid of in-person and virtual learning, which allows students to work independently and with teachers during streamed classes.

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- i. 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.
- ii. Common planning time for teachers will be scheduled on a regular basis.

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Appendix M

Pandemic Response Teams

Appendix M details the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.2.

1. The School Pandemic Response Team is made up of the School Nurses, Administrative Team and school counselors. Exhibit B lists actual members by Building.
2. The School Pandemic Response Team will coordinate with the Local Health Departments of Fairfield and Little Falls, along with others in each municipality and county to inform all stakeholders of the need to implement pandemic responses.
3. The Pandemic Response Teams and the Restart Committee will develop specific procedures for how all stakeholders are informed of a pandemic response need.

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Appendix N

Scheduling of Students

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

A. School Day- The school day will be 4 hours in length (8:30 to 12:30 at the elementary school level and 8:15 to 12:15 at the high school level) five days per week. Students will be assigned to a pod of no more than 5 students who will remain in one classroom for the entire morning with the exception of recess, bathroom breaks, therapy, etc. Instructions will be limited to a maximum of 3 teachers per pod.

1. Parents were surveyed to determine their preference for in-person/hybrid instruction or fully virtual instruction. Students who will continue with virtual instruction will have their classes live streamed so their participation will continue equally to the students participating in person.
2. Additional classes to support learners and remediate determined regression will take place in the afternoon sessions as determined by the teacher.

B. Educational Program - Elementary School:

1. As a program that is designed to address the learning issues of students with severe learning/language disabilities, Banyan School will provide intensive instruction every day in ELA and Math only in small learning pods of 4-5 students. There will be 5 periods per day each addressing the following areas of the curriculum: FIRST (Focused Intensive Reading Strategies and Techniques) two periods (80 minutes), TMC (Teaching Minds to Comprehend) one period (40 minutes), Math one period (40 minutes) and Reading/Writing one period (40 minutes). For some individual students, there will be some adjustment based on their IEP and learning needs.
2. The additional subjects of Science, Social Studies, Physical Education, Art and Music will be provided virtually in afternoon sessions once students arrive home and have had time for lunch.
 - a. These classes will be larger in number and will be alternated throughout the week so that all students have opportunities to attend each subject area per their IEP.

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- b. In addition, teachers will meet either individually or with one other student from their pod to provide additional support in either reading or math as determined by each student's needs as determined by their teachers.

B. Educational Program - High School

1. As a program that is designed to address the learning issues of students with severe learning/language disabilities, Banyan School will provide intensive instruction in core content areas, Language Arts, Math, Science, History, Physical Education in small learning pods of 4-5 students.
2. Furthermore, intensive instruction will be offered in Reading (Wilson Reading Program), and Comprehension (Lindamood Bell). There will be a single session day offering the electives during the afternoon hours. For some individual students, there will be some adjustment based on their IEP and learning needs.
3. The additional elective subjects of Technology, Art, Music and Academic Support will be provided virtually in afternoon sessions once students arrive home and have had time for lunch.
 - a. These classes will be larger in number and will be alternated throughout the week so that all students have opportunities to attend each subject area per their IEP.
 - b. In addition, teachers will have the freedom to meet either individually or with one other student from their pod to provide additional support in either reading or math as determined by each student's needs as determined by their teachers.

C. Technology Considerations – All programs

- a. To ensure that all students have equal access to technology for learning, Banyan School has conducted a survey of all families/homes to determine what hardware and/or services, such as Wi-Fi, training in use of hardware, or technology training assistance is needed for each family.
- b. Laptops and iPads have been disseminated to students in need. Headphones were ordered and provided to all students. There was no identified need of WiFi assistance at this time.
- c. The technology teacher created a list of families that requested tutorials in the use of the Google Classroom and is providing those trainings.
- d. Teachers check in regularly to let the Tech team know if additional supports are needed.
- e. There is a system of replacement of hardware when needed.

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Appendix O

Staffing

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

1. Staff will be provided a survey to inform administration of individual needs for technology and provided with the support necessary to ensure a smooth delivery of instruction.
2. Professional learning activities will be provided to all staff to ensure proficiency with implementation of technology needed to deliver instruction, whether via virtual instruction, or in-person learning.
3. Staff will be provided with information regarding all laws pertaining to employment, ADA, Health Insurance guidance and HIPAA through the Human Resources department.
4. Roles and responsibilities for all administrators, teachers, paraprofessionals and educational service providers will be reviewed with all staff specifically outlining any additional responsibilities that are a result of this current statewide health emergency.
5. When making staffing assignments, the Administrative Team will consider access and equity for all staff, while accommodating, to the greatest extent possible, the unique needs of each staff member, including access to technology, social and emotional health and child care concerns.
6. The Administrative Team roles shall include the following responsibilities:
 - a. Ensuring implementation of the Plan.
 - b. Overseeing all aspects of the delivery of programming.
 - c. Creating and adjusting schedules and service delivery, as needed, should circumstances require adjustments.
 - d. Leveraging staff in the most effective way possible to efficiently cover all teaching responsibilities. This will include assignment of coverage, should substitute teachers be required.

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7. All efforts will be implemented to ensure that the quality of instruction that is inherent to Banyan Schools will be maintained. This includes the double block of Wilson instruction for all identified students, multi-sensory instruction provided in groups of no more than 4-5 students and adult support of one on one instruction whenever possible.
8. Professional development efforts will focus on the provision of teacher training in a variety of technology techniques that will enable strong presentation of virtual learning, while also enhancing in-person education. Since Google Classroom is the basic platform, training for all staff will include further development of skills in implementing Google extensions such as Slides, Forms, and Jamboard. Additional trainings will be provided for programs, including, but not limited to: NearPod, Kami, Newsela, and Liveworksheets.
9. Educational instructors will all be appropriately certificated to instruct the areas assigned to them. Students will be assigned to teachers that they are familiar with as often as possible.
10. Paraprofessionals, both classroom and 1:1, will regularly attend class sessions and Related Services meetings with their 1:1 students, and in virtual settings, will provide follow up supports to parents at alternate times during the day/week, when help is needed to guide and assist students with completion of follow up activities, drill and practice, and reinforcement games. One-to-one paras also assist the professional educators by researching and sharing helpful resources with teachers to enhance their students' lesson content and practice activities. Classroom paraprofessionals are lending support to teachers and students alike, whether "in-person setting" or virtual settings, by performing a variety of support tasks including: participation in virtual lessons with groups, provision of support in "break out rooms" on Zoom, when individual students in the group need additional reinforcement of lesson skills or further direction to complete lesson tasks.
11. Mentoring and Induction programs will continue for all novice provisional teachers and teachers new to the district. Mentoring supports will include:
 - a. One-to-one mentoring by qualified mentors.
 - b. Support and guidance provided in both hybrid and fully remote learning, at mutually agreed-upon scheduled times.
12. Evaluation will be modified as recommended, to highlight procedures and processes which would reflect practices implemented in a hybrid teaching model.

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Appendix P

Athletics

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

For the fall season, we have no anticipated athletic contests. Pending study of new information relative to the safe provision of formal athletics, and further evaluation all school sponsored athletic events will be postponed.

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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	Stop the Spread of Germs (Printable Poster)	https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-

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Operation #4		spread-of-germs-11x17-en.pdf
	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/posters.html
Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/
Section	Title	Link
	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf
	Guidance for Child Care Programs that Remain Open	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html
	General Business Frequently Asked Questions	https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf
Multi-Tiered	New Jersey Tiered System of	https://www.nj.gov/education/njtss/guidelines.pdf

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Systems of Support (MTSS)	Supports (NJTSS) Implementation Guidelines	
	RTI Action Network	http://www.rtinetwork.org/
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf
Wraparound Supports	SHAPE	http://www.schoolmentalhealth.org/SHAPE/
	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Coronavirus Resources for Mentoring	https://nationalmentoringresourcecenter.org/
Section	Title	Link
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Section	Title	Link
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/evaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/epcert.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

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	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf
Policy and Funding		
Section	Title	Link
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpa_submission.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	IDEA	https://sites.ed.gov/idea/

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Services to Students with Disabilities		
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml
Section	Title	Link
Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/
Career and Technical Education (CTE)	Communicable Disease Service	https://www.nj.gov/health/cd/topics/covid2019_schools.shtml
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html

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EXHIBIT A

Members of the Restart and Recovery Committee:

Vince Rienzi, President, Board of Trustees

Danielle DeRosa, Parent/Board of Trustee Member

Wendy McNeill, Director/Principal ES

Marguerite Freeman, Principal, HS

Patricia DiGiaimo, Assistant Principal, ES

Margaret Kiwior, Supervisor HS

Rebecca Borkowski, School Nurse, HS

Diane Boysen, School Nurse, ES

Angela Randion, Social Worker, HS

Kim Randion, Music Teachers, HS

Christi Kline, Teacher, ES

Erin Wentz, Teacher, ES

Kathryn Merckx, Art Teacher, HS & ES

Breanne Megna, Teacher, ES

Janice Burke, Teacher, HS

Lauren Mitofsky, Teacher, ES

Lyn Onsdorff, Teacher, ES

Michael Danatos, Technology Teacher, ES

Nagwa Omran, Paraprofessional, ES

Maureen Krsulic, Paraprofessional, HS

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EXHIBIT B

Members of the Pandemic Response Team:

Vince Reinzi, President, Board of Trustees

Danielle DeRosa, Parent/Board of Trustee Member

Wendy McNeill, Director/Principal ES

Marguerite Freeman, Principal HS

Patricia DiGiaimo, Assistant Principal, ES

Margaret Kiwior, Supervisor, HS

Lisa Spinozzi, CST, ES

James Dunderman, CST, HS

Angela Randion, School Social Worker, HS

Miranda Decker, School Social Worker, ES

Rebecca Bokowski, School Nurse, HS

Diane Boysen, School Nurse, ES

Erin Wente, Teacher, ES

Jerry Nolan, Custodian, ES

Benjamin Dorkin, Custodian, HS