



Saddle Brook School District

(Revised and resubmitted on August 25, 2020 as per feedback from Lou DeLisio)

Restart and Recovery Plan, Fall 2020

Respectfully Submitted by
Danielle M. Shanley, Superintendent

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Table of Contents

[Introduction](#)

[Conditions for Learning](#)

[Leadership and Planning](#)

[Policy and Funding](#)

[Continuity of Learning](#)

[Appendices](#)

[Useful Links](#)

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 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.*

Saddle Brook Public School District’s 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 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 Plan, but school officials have reviewed and incorporated the “considerations” included in the NJDOE Guidance when developing the Plan.

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

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

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

This Plan is aligned with the requirements outlined in the NJDOE Guidance. The Appendices section of this Plan include Saddle Brook Public 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.

Saddle Brook Public School District’s Restart and Recovery Plan addresses four key subject areas: *Conditions for Learning; Leadership and Planning; Policy and Funding; and Continuity of Learning.*

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 this Plan identifies Ten Critical Areas of Operation: 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 Plan and related protocols, as applicable.

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

Ten Critical Areas of Operation

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

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

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

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

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

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

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

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

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

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

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

1. The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:
 - a. Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
 - b. Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
 - c. Results must be documented when signs/symptoms of COVID-19 are observed.
 - d. Any screening policy/protocol must 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.
 - iv. Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
 - v. Continuous monitoring of symptoms
 - vi. Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Services Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.

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

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

Critical Area of Operation #6 – Contact Tracing

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

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

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

- 1. School officials must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.
- 2. The 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;
 - x. Shared desktops;
 - xi. Shared computer keyboards and mice;
 - xii. Drinking fountains; and
 - xiii. School bus seats and windows.
- e. Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

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

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

1. If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the 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](#)]

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

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

- ii. Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.
- 2. The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.
- 3. The school district will designate specific areas for each class during recess to avoid cohorts mixing.

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

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

- 1. The 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 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

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

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

Wraparound Supports

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

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

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

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

Leadership and Planning

The Leadership and Planning Section of the 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 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 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](#)]

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:
 - i. School Principal or Lead Person;
 - ii. Teachers;
 - iii. Child Study Team member;
 - iv. School Counselor or mental health expert;
 - v. Subject Area Chairperson/Director;
 - vi. School Nurse;
 - vii. Teachers representing each grade band served by the school district and school;
 - viii. School safety personnel;
 - ix. Members of the School Safety Team;
 - x. Custodian; and
 - xi. Parents.
- g. The Pandemic Response Team is responsible for:
 - i. Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
 - ii. Adjusting or amending school health and safety protocols as needed.
 - iii. Providing staff with needed support and training.
 - iv. Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
 - v. Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
 - vi. Providing necessary communications to the school community and to the school district.
 - vii. 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 Teams](#)]

3. Scheduling

- a. The 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.

- i. 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.
 - ii. 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.
- i. 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.
 - ii. 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 the classroom receive instruction. School officials may:
- i. Provide teachers common planning time.
 - ii. Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
 - a. Virtual learning may create privacy challenges which school districts and schools have not yet faced.
 - b. The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
 - iii. Secure a steady supply of resources necessary to ensure the safety of students and staff.
 - iv. Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.
 - v. 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 Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.
- b. When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.

- c. The 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:
 - i. 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.
 - ii. 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).
 - iii. Certification
 - 1. 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.
 - 2. 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:
 - i. Reinforce social distancing protocol with students and co-teacher or support staff.
 - ii. Limit group interactions to maintain safety.
 - iii. Support school building safety logistics (entering, exiting, restrooms, etc.).
 - iv. Become familiar with district online protocols and platforms.
 - v. 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.
 - vi. Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
 - vii. Provide regular feedback to students and families on expectations and progress.
 - viii. Set clear expectations for remote and in-person students.
 - ix. Assess student progress early and often and adjust instruction and/or methodology accordingly.
 - x. Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
 - xi. Instruct and maintain good practice in digital citizenship for all students and staff.
 - xii. Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
 - xiii. 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.

- xiv. Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
- xv. Limiting on-line activities for preschool students.
- c. Mentor teachers should:
 - i. Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - ii. Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
 - iii. Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
 - iv. Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
 - v. Continue to maintain logs of mentoring contact.
 - vi. Mentor teachers should consider all health and safety measures when doing in-person observations.
 - vii. Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - viii. 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:
 - i. Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
 - ii. Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.
 - iii. Prioritize vulnerable student groups for face-to-face instruction.
 - iv. Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
 - v. Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
 - vi. Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
 - vii. Define and provide examples of high-quality instruction given context and resources available.
 - viii. Assess teacher, student, and parent needs regularly.
 - ix. Ensure students and parents receive necessary supports to ensure access to instruction.
 - x. 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).
 - xi. Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
 - xii. Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
 - xiii. 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.
 - xiv. Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
 - xv. Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
 - xvi. Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
 - xvii. Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

- xviii. 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:
 - i. Lead small group instruction in a virtual environment.
 - ii. Facilitate the virtual component of synchronous online interactions.
 - iii. Manage an online platform for small groups of in-person students while the teacher is remote.
 - iv. Assist with the development and implementation of adjusted schedules.
 - v. Plan for the completion of course requests and scheduling (secondary school).
 - vi. Assist teachers with providing updates to students and families.
 - vii. Support embedding of SEL into lessons.
 - viii. Lead small group instruction to ensure social distancing.
 - ix. Consider student grouping to maintain single classroom cohorts.
 - x. Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- f. Support staff/paraprofessionals may:
 - i. Lead small group instruction to ensure social distancing.
 - ii. Consider student grouping to maintain single classroom cohorts.
 - iii. Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
 - iv. 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.
 - v. Provide real-time support during virtual sessions.
 - vi. Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
 - vii. Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
 - viii. Lead small group instruction in a virtual environment.
 - ix. Facilitate the virtual component of synchronous online interactions.
 - x. Family Workers will need to provide support to parents via virtual platforms (Pre-school)
- g. Substitutes
 - i. Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
 - ii. Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
 - iii. Designate substitutes to a single school building or grade level to avoid too much movement between schools.
 - iv. 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:
 - i. 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.
 - ii. Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
 - iii. To the extent possible, provide district one-to-one instructional devices and connectivity.
 - iv. 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:
 - i. Train student teachers to use technology platforms.
 - ii. Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
 - iii. Survey assistant teachers to determine technology needs/access (Pre-school).
 - iv. 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:
 - i. Obtain a substitute credential to gain the ability to support students without supervision as needed.
 - ii. Lead small group instruction (in-person to help with social distancing).
 - iii. Co-teach with cooperating teachers and maintain social distancing.
 - iv. Manage online classrooms for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
 - v. Implement modifications or accommodations for students with special needs.
 - vi. Facilitate one-to-one student support.
 - vii. Lead small group instruction virtually while the classroom teacher teaches in-person.
 - viii. Provide technical assistance and guidance to students and parents.
 - ix. Develop online material or assignments.
 - x. Pre-record direct-instruction videos.
 - xi. 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:
 - i. 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.
 - ii. 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).
 - iii. 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.
 - iv. 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.
 - v. Increase the need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See [Appendix O – Staffing](#)]

7. Athletics

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

[See [Appendix P – Athletics](#)]

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 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:
 - i. Elementary and Secondary School Emergency Relief Fund;
 - ii. Federal Emergency Management Agency – Public Assistance; and
 - iii. 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.
 - i. 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.
 - ii. 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.
 - iii. 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.

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 (ELLs), 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:
 - i. Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
 - ii. 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.
 - iii. 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.
 - iv. IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
 - v. 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.
 - vi. Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law
2. Technology and Connectivity

- a. School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.
 - b. Districts should:
 - i. Conduct a needs assessment.
 - ii. Consider the attendant needs associated with deployment of needed technology, including student and parent training and acceptable use policy implementation.
 - iii. Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.
 - iv. For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.
 - 1. 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
 - i. Curriculum
 - 1. 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.
 - 2. To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.
 - 3. Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate support necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.
 - ii. Instruction
 - 1. 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.
 - 2. In crafting an instructional plan, the school district should consider the following:
 - a. 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.
 - b. Design for student engagement and foster student ownership of learning.
 - c. Develop students' meta-cognition.
 - d. Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.

- e. 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.
- f. Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.

iii. Assessment

- 1. For the purposes of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
- 2. Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
- 3. 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.
- 4. 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.
- 5. 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.
 - a. Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

4. Professional Learning

- a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.
- b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.
- c. Professional learning opportunities should be:
 - i. Presented prior to the beginning of the year;
 - ii. Presented throughout the school year;
 - iii. Presented in order to grow each educator's professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
 - iv. Presented to include the input and collaboration of stakeholders, including all staff, parents, and community members; and
 - v. 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
 - i. Induction must be provided for all novice provisional teachers and teachers new to the district.
 - ii. One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
 - iii. Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
 - iv. Mentoring must be provided in both a hybrid and fully remote learning environment.
 - v. Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.
- e. Evaluation
 - i. School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
 - ii. School districts should develop observation schedules with a hybrid model in mind.

- iii. School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
 - iv. School districts should consider the School Improvement Panel's (SciP) role in informing professional learning, mentoring, and other evaluation-related activities.
 - v. 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
 - i. 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.
 - ii. The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.
 - d. Quality CTE Programs
 - i. 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.
 - ii. 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.

Appendices



Saddle Brook School District

Restart and Recovery Plan

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

The following locally developed protocols address the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Plan – Section A.1.a.:

General COVID info:

Have general questions about COVID-19?

The NJ Poison Control Center and 211 have partnered with the State to provide information to the public on COVID-19:

Call: **2-1-1** Call (24/7): **1-800-962-1253** Text: **NJCOVID** to **898-211**

Visit nj.gov/health for additional information

A directory of local health agencies may be found on the New Jersey Department of Health's "For the Community" [webpage](#).

The District Website can be found at www.sbpsnj.org.

Updates are also posted on the Official District Facebook Page at [Saddle Brook School District](#).

The Mayor, Bob White, is sharing our posts on the Township Facebook page as well at [Saddle Brook Township](#).

In addition to this plan, communications regarding the opening of school can be found on the "District Announcements" section of the website. The District Website has a feature for communications that allows users to translate messages into many languages. The overall demographic profile of our district can be located at [Performance Reports - Search for a School](#)

It is especially important for people at increased risk of severe illness from COVID-19, and those who live with them, to protect themselves from getting COVID-19. According to the Center for Disease Control (CDC), the best way to protect high risk staff members and students and help reduce the spread of the virus that causes COVID-19 is to:

- Limit interactions with other people as much as possible; and
- Take precautions to prevent COVID-19 when interaction with others must take place.

Protocol for High Risk Staff Members

Staff members who are at high risk for contracting COVID-19, according to the medical conditions outlined by the Centers for Disease Control (CDC), will be permitted to provide instruction remotely to limit interactions as much as possible with others. Staff members will be required to provide a note from their physician confirming the need for this medical exemption.

Surveys were sent to staff including questions regarding concerns with returning in-person, accommodations needed, medical concerns, child care, as well as numerous other items.

- Staff members need to connect with their Union representative who will refer them to their Uniserv representative
- Wherever possible, accommodations will be made for staff to complete instruction/assignment virtually
- Staff may take a leave per [Families First Coronavirus Response Act](#)

When High Risk Staff Members are interacting with others, the following protocols will be followed:

- Promote behaviors amongst staff and students that reduce the spread of COVID-19.
- Continue education and provide ongoing knowledge of how the virus spreads.
- Wear facial coverings at all times unless doing so will inhibit the individual's health.
- Teach proper wearing of facial coverings and provide emergency facial coverings as needed.
- Teach and reinforce hand washing with soap and water for at least 20 seconds.

- If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol may be used. Prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol):
 - In each classroom (for staff and older children who can safely use hand sanitizer).
 - At entrances and exits of buildings.
 - Near lunchrooms and toilets.
 - For classrooms that have existing handwashing stations, prepare stations with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
- Cover your cough or sneeze and wash your hands after.
- Maintain Social distancing, physical distance of at least 6 feet.
- Educate and be alert for symptoms. Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- Educate staff to take regular temperature's if symptoms develop and to notify their physician.
- Educate staff not to take a temperature within 30 minutes of exercising or after taking medications that could lower your temperature, like acetaminophen.
- Post appropriate signs and messages for reinforcement:
 - Post social distancing signs on walls and markings on the floors
 - Post facial covering signs in the hallways
 - Post hand washing reminders throughout the building and bathrooms
 - Post cover your cough and sneeze signage
- Daily health checks of staff and students
 - Temperature will be taken of each staff member and student entering the building. Utilizing smart phone app for daily COVID questions for clearance.
 - Visual screening will also be completed by staff members monitoring the arrival of students.
 - Accommodations for students with disabilities will include:
 - Having a familiar adult take his/her temperature
 - Practice opportunities outside of arrival time
 - Use of social stories and videos to preview the expectations
 - If the temperature reads 100 degrees or higher, that student/staff member will be sent to the nurse's office. The person will be kept in isolation while arrangements are made for pick-up and continued monitoring. The nurse will follow the procedures detailed in adopted policy.
 - All families will be asked to contact the main office of their school if they have traveled outside New Jersey and/or the United States.
 - If they have traveled outside NJ and/or the US, families are required to certify they quarantined for 14 days

Protocol for High Risk Students

Students who are at high risk for contracting COVID-19, according to the medical conditions outlined by the Centers for Disease Control (CDC), and students who require accommodations under a Plan in accordance with the section 504 of the Rehabilitation Act of 1973 (504 Plan), will be permitted to receive instruction remotely to limit interactions as much as possible with others.

In order to receive the necessary accommodations, students will be required to provide a note from their physician confirming this medical exemption. Students will also provide a current physical (within 365 days of the beginning of the school year, which MUST include vision, hearing, and dental screenings).

When High Risk Students are interacting with others, the following protocols will be followed:

- Promote behaviors amongst students that reduce the spread of COVID-19.
- Continue education and provide ongoing knowledge of how the virus spreads.
- Wear facial coverings at all times unless this will inhibit the individual's health.
- Teach proper wearing of facial coverings, and provide emergency facial coverings as needed.
- Teach and reinforce hand washing with soap and water for at least 20 seconds.
 - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol may be used. Prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol):
 - In each classroom (for staff and older children who can safely use hand sanitizer).
 - At entrances and exits of buildings.
 - Near lunchrooms and toilets.
 - Children ages 5 and younger should be supervised when using hand sanitizer.
 - For classrooms that have existing handwashing stations, prepare stations with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
- Cover your cough or sneeze and wash your hands after.
- Maintain Social distancing, physical distance of at least 6 feet.
- Educate and be alert for symptoms. Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:
 - Fever or chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- Educate students and parents to take regular temperature's if symptoms develop and to contact their physician immediately.
- Educate students and parents not to take a temperature within 30 minutes of exercising or after taking medications that could lower your temperature, like acetaminophen.
- Post appropriate signs and messages for reinforcement:
 - Post social distancing signs on walls and markings on the floors
 - Post facial covering signs in the hallways
 - Post hand washing reminders throughout the building and bathrooms

- Post cover your cough and sneeze signage
- Develop appropriate COVID-19 accommodations, modifications, and assistance for student with
 - IEPs,
 - 504s,
 - ELLs
 - Students experiencing anxiety
- [Covid Flowchart](#)/CONTACT TRACING- This is a temporary placeholder until county or NJDOE provides us with our own.
 - engage school nurses to collaborate with local health department - or follow the guidelines the county is hopefully giving us
 - Close contact is defined as six feet for a period for fifteen minutes
- Head Nurse will provide specific directions (similar to the risk assessment procedures) of how or when a student may return to school. New parent communication letters will be drafted for parents.
- Develop a plan in the event a student or staff member becomes ill - must have procedures for symptomatic staff and students
 - Must be respectfully and safely isolated from others
 - Need adequate PPE equipment
 - Must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality (Who needs to be quarantined as a result of that? Siblings in another building or in another school like Bergen Academies?)
 - Have a re-admittance policy consistent with DOH
- If person identified as COVID-19 positive:
 - Close off areas used by sick person and do not use before cleaning and disinfecting
 - Wait 24 hours before you clean and disinfect (or as long as possible) - to prevent the spread to the person cleaning.
 - Open outside windows and doors to increase air circulation in the area

EDUCATION and TRAINING:

- Linkit! will be administered to students during the week of September 7th to identify learning gaps and individual student needs
 - Linkit! will be administered to all students during the week of September 7th
- Displaying posters and signage throughout buildings to abide with CDC requirements
- Create videos for students and families regarding what their day will look like
 - A Day in the Life of a preschool / primary student (prek-2)
 - A Day In the Life of elementary student (3-6)
 - A Day in the Life of middle school / high school student
 - Separate orientation video for incoming seventh graders and new students
- Host activities in virtual PD for staff at the beginning of the school year on social distancing and other items to complete with students as well.
- Educate staff, students, and families on the following:
 - Staying home if experiencing COVID-19 symptoms: <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>
 - The importance of handwashing with soap and water for a minimum of 20 second
 - Before eating

- After using bathroom
 - After blowing nose/coughing/sneezing
 - Social distancing
 - Contact tracing
 - The wearing of cloth masks
 - Proper use, removal, and washing of cloth masks
 - Educate and train who should wear cloth face coverings, and communicate the importance of wearing them. Cloth face coverings should not be placed on:
 - Children younger than 2 years old
 - Anyone who has trouble breathing, or is unconscious, incapacitated, or otherwise unable to remove the cover without help
 - Identified students as per IEP with medical note precluding mask use (or documented medical note)
- Virtually train staff on safety protocols
- Safe Schools Trainings:
 - Coronavirus: Preparing your household
 - Coronavirus: Transitioning to a remote workforce
 - Coronavirus: CDC Guidelines for making and using cloth face coverings
 - Coronavirus Awareness: *Topics covered include symptoms and risk factors; what you can do to help reduce your chances of becoming infected; and where to find reliable news and information about the COVID-19 outbreak.*
 - Coronavirus: Cleaning and disinfecting your workplace
 - Coronavirus: Managing stress and anxiety
- Social Emotional Learning Committee will use CASEL's Reunite, Renew, and Thrive, SEL Roadmap for Reopening School document: <https://casel.org/reopening-with-sel/>
- Educate staff on flexible work and leave policies
 - All staff have been provided with [Families First Coronavirus Response Act](#) information.
 - All staff have been directed to contact their SBEA representative directly with any concerns.
- Educate staff, students, and their families about the returning to school process school if they have COVID-19 symptoms and are waiting for test results or have been diagnosed with COVID-19.
- Multi-Tiered Systems of Support (MTSS) will remain in place in all of our schools.
- Wraparound supports will be shared on the District COVID-19 website
 - Mental health
 - Dental care
 - Health care
 - Family engagement
 - Mentoring programs
- Establish and maintain communication with local and state authorities to determine current mitigation levels in our community
- Consider PD Day to practice screening protocols with each other before applying to students
- Communicate frequently with families of students with significant medical risk to determine if additional precautions or unique measure are necessary prior to student's return to school

Appendix B

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

The District is following locally developed protocols address the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Plan – Section A.1.b.:

All instructional and non-instructional rooms will comply with social distancing standards to the maximum extent practicable.

Classrooms: Social Distancing Practices

- Whenever social distancing cannot be maintained, physical barriers and face covering will be utilized.
- Desks will all be turned to face the same direction and/or sit only on one side of the table.
- Students will sit in odd/even seats during odd/even periods at the MS/HS, and in assigned blue/gold desks at the elementary schools for blue/gold rotations
- Allocate additional cleaning time for staff to ensure continuous disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility and instruction. Complete sanitation stations specific to these learning spaces will be accessible.

Computer labs/Chromebooks:

- Students will not share chromebooks
- Students will be given disinfecting wipes to disinfect their chromebook or computer. Parental notification will be provided.
- Students will wear face masks when working in computer labs.
- Students will not share supplies

Therapy/ELL/Speech/Basic Skills instruction rooms:

- Faculty and staff will be provided with supplies and physical barriers in order to maintain distancing.
- Any equipment used will be disinfected between classes/students.
- Paraprofessionals will assist where applicable.

Face Coverings When Social Distancing Cannot be Maintained

- Face coverings are required for staff and visitors (which will be very limited), unless it will inhibit an individual's health.
- Face coverings are required for students, unless it will inhibit the individual's health.
- Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- Where social distancing can take place or physical barriers are in place, face covering can be removed while students are seated for mask breaks or elementary snack time only, but should be worn when moving about the classroom, or when interacting with another individual.

Procedures for Hand Washing

- Students and staff should wash hands for at least 20 second intervals using soap and water, including before eating, after using the bathroom, and after blowing their nose, coughing, and /or sneezing.
- Use alcohol-based hand sanitizer (at least 60% alcohol) if washing with soap and water is not possible.

- Designate times on the schedule to take students out of the classroom to wash hands with soap and water, including, at a minimum:
 - At the start of the day
 - Before snack and lunch
 - After using the toilet or helping a child use a toilet
 - After sneezing, wiping, and blowing noses
 - After snacks and lunch, particularly if hands are visibly soiled
 - When students come in from outdoor play or recess

Hand Sanitizing

- If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol may be used. Prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol):
 - In each classroom (for staff and older children who can safely use hand sanitizer).
 - At entrances and exits of buildings.
 - Near lunchrooms and toilets.
 - Children ages 5 and younger should be supervised when using hand sanitizer.
 - For classrooms that have existing handwashing stations, prepare stations with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol)

Supplies in rooms without sinks:

- Each room will have a sanitization table/area that will consist of:
 - Hand sanitizer
 - Disinfecting wipes (at least 60% alcohol)
 - Gloves
 - Tissues
- Desks will be six (6) feet apart. If six (6) feet is not possible then face masks will be required.
- Internal doors will be propped open which will minimize the risk of exposure to having to touch the door handle.

Storage of cleaning supplies and disinfectants

- The supplies will be mainly stored in the custodial closets in each building.
- The custodial staff will be responsible to ensure that the supplies are safely stored and the room locked at all times.
- Custodial staff will be responsible for restocking and ordering replacement supplies

Ventilation systems in rooms:

- Ensure that the HVAC units operate properly
- Recirculated air must have a fresh air component
- To increase adequate ventilation doors will be propped open and/or windows opened whenever possible
- Filters for HVAC units will be maintained and changed monthly or according to manufacturer recommendations

General Supplies for Purchase:

- Soap and other general cleaners
- Disinfectant sprays and wipes - all EPA approved
- Hand sanitizer (at least 60% alcohol)
 - In each classroom

- At entrances and exits of buildings designated by the principal
- School buses
- Near lunchroom
- Outside bathrooms
- Cloth face coverings - district will provide (5) five for each staff member
- Face masks with clear mouth area will be provided to faculty and staff when their job responsibilities require such masks.
- Disposable masks for students and staff if they forget to bring one with them.
- Non contact thermometers
- Thermal scanner
- Face shields
- N95 or KN95 masks
- Purchase of electrostatic sprayers to disinfect
- Gloves
- Tissues
- Disposable ice packs

Appendix C

Critical Area of Operation #3 – Transportation

The following locally developed protocols address the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Plan – Section A.1.c.:

School districts are strongly encouraged to maintain social distancing on school buses. If it is not feasible or prohibitively burdensome or expensive to maintain physical distancing, students must wear face coverings.

Exceptions:

- When doing so would inhibit the individual's health.
- When the individual is in extreme heat outdoors.
- When the individual is in water.
- When a student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering.
- When the student is under the age of two (2) and could risk suffocation.

NOTE - 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, entry to the school/district facility may be denied.

Transportation Guidelines:

- Social distancing practices (at least six feet of distance between riders) must be maintained on school buses the maximum extent possible.
- There shall be one student seated per row, skipping a row between each student. Students in the same household may be seated in the same row.
- Students shall not sit within six feet of the bus driver. School buses shall have visual cues, e.g., floor decals, colored tape, or signs, to indicate where students should not sit near the bus driver.
- Students, bus drivers, and any other staff member must wear a face covering upon entering the school bus, unless a student is unable to wear a face mask or doing so would inhibit the individual's health. 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.
- School buses shall be cleaned and sanitized including seats, windows, rails, and highly touch surfaces daily and before each route. There will be a two-step process for cleaning and disinfecting school buses. School buses will first be cleaned with soap and water or an all-purpose cleaner to remove dirt and germs from surfaces. School buses will then be disinfected to kill the remaining germs using EPA-approved sanitizing agents. The sanitizing agents used are limited to, which are on the U.S. EPA's list of products that have been shown to be effective against COVID-19. The manufacturer's instructions for all cleaning and disinfection products, e.g., concentration, application method, and contact time, etc., shall be used. Each bus driver and/or person responsible for cleaning and disinfecting the bus must be trained and demonstrate an understanding of the established protocols that must be taken to properly clean and sanitize the bus. Topics of training may include proper use of cleaning and disinfecting agents, the cleaning schedule for various surfaces, and safety precautions that need to be taken, e.g., ensuring adequate ventilation while cleaning and sanitizing. Each bus driver and/or person responsible for cleaning and sanitizing the bus shall complete and sign the attached **Cleaning and Disinfecting School Bus Checklist** each day certifying that the required process was completed before each route.

- Hand sanitizer will be made available at the school bus entrance for use when boarding.
- To limit possible physical interaction among students, students will board the school bus by filling the back rows first, and then progressing forward. When leaving the bus, students should exit in the opposite order.
- Students will be assigned a seat on the bus.
- Windows and/or roof vents will be opened, whenever possible.
- Signs will be displayed in the bus to reinforce social distancing and hygiene rules, such as, staying home when sick, covering coughs and sneezes, washing hands often, and avoid touching eyes, nose, and mouth.
- There will be no busing on Mondays during the phase one reopening plan.
- There will be a blue or gold paper in the bus window near the entering door of the bus to indicate which day the schools are running.
- A bus aide will accompany the bus driver on all transportation routes to ensure safety and social distancing, when possible.
- Bus drivers and bus aides shall practice all safety actions and protocols as indicated for other staff, e.g., hand hygiene and face coverings.
- Bus drivers and bus aides will be screened before their shift begins pursuant to the District's policy for health screening employees.
- Bus drivers and bus aides will be reminded to implement certain personal hygiene actions, e.g. frequent hand washing, and be afforded the opportunity to do so, such as, having sufficient time between routes.
- A bus driver and/or staff member shall immediately notify the principal and the school nurse when he/she observes a student on the bus with symptoms consistent with COVID-19. The student shall respectfully be kept away and isolated from well students with continued supervision. If it occurs on the way to school, the school nurse will examine the student before the student enters the school building, notify the parents, and may refer him/her for testing and treatment. If it occurs on the way home from school, the bus driver and/or staff member shall deliver the student to his/her parent or to an authorized adult at the student's home or if no one is home the student will be transported back to the school district until a parent or an authorized adult can pick up the student.

Appendix D

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

The following locally developed protocols address the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Plan – Section A.1.d.:

Overview: All schools operate a wide variety of instructional settings including large and small classroom rooms. We also see multiple and varied spaces such as libraries, labs, cafeterias, gymnasiums, offices, hallways, stairwells, the music rooms, technology labs, music and art rooms, the auditorium, restrooms, entrances, exits, etc. We will be cleaning continuously and thoroughly throughout the day, and after every day. We will be implementing physical spacing measures in many common spaces, and limiting locker and locker room access. We will be structuring additional time for handwashing before snacks, mask breaks as appropriate, and offering sanitation stations in all offices, classrooms and at entrances. We will continue to provide access to numerous instructional videos, and lessons on maintaining self care and distancing, getting temperatures taken upon entrance, and wearing masks properly, for example. We are adding signage, arrows, marks for spacing, directionals for one way stairwells and hallways where appropriate, as well as other visual reminders of what the “new normal” rules of engagement have become. Although we will strive to create 3-6 feet of social distancing wherever possible, unless the student has a documented medical condition that precludes the use of a face covering, **all students, faculty and staff must wear masks in the buildings and on buses at all times.**

Location of Student and Staff Screening

Staff screening will be conducted via a COVID-19 symptom screening form online prior to arrival in accordance with CDC guidelines, and upon arrival at school building entrances. Both Staff and students will be temp screened each time they enter the buildings. If a student or staff member is found to have a temp of 100 or higher, the individual will be respectfully and discretely escorted to identified triage areas defined in each school building, where they will be further assessed by the school nurse. Temperatures of 100 or higher will be recorded and maintained by the school/office.

Social Distancing in Entrances, Exits, and Common Areas

Individuals will approach the building at one of the designated entrances while socially distanced. If physical distancing (six feet) cannot be maintained for individuals in line waiting to enter or exit a building, all individuals will require facial coverings. Physical guides, such as tape on floors or sidewalks and signs on walls will assist with social distancing to ensure that staff and students remain at least 6 feet apart in lines and at other times in common areas and throughout the building.

Staggering arrival and dismissal

All student arrival and dismissal times will be staggered between 5 - 20 minutes depending on the school, age, grade and area of the school building, schedule etc. Arrival and dismissal times are built into the daily plans.

Movement Throughout the Buildings

Whenever possible one way hallways and one direction stairwells will be created, clearly marked and followed. Any office reception areas will be well spaced, and have seats removed if necessary. The preference to to have all guests wait outside, weather permitting. Teachers' lounges will be closed for dining, and only used for copying and restroom access. Teachers will check in to work and check out electronically, and mail will be delivered to classrooms so that gathering near mailboxes is eliminated. All large spaces will be utilized for instruction when needed: cafeterias, gymnasiums, unassigned classrooms, auditorium, etc. This will allow for maximum spread of larger classes and student groups as appropriate.

Elementary Drop-Off and Pick-Up Procedures

- All staff and students are required to wear masks upon entering and leaving the school building. Exceptions include those with medical reasons and some special needs students.
- Preschool arrival and dismissal procedures TBD based on enrollment
- Elementary schools will stagger arrival and dismissal times as follows:

School:	Arrival Time:	Dismissal Time:	Franklin Elementary School door:	Helen I. Smith School door:	Long Memorial School door:
Kindergarten	8:35	12:45	Kindergarten Door	Gym Doors	Kindergarten Door
Grade 1	8:45	12:55	Kindergarten Door	Gym Doors	Driveway Exit Door
Grade 2	8:35	12:45	Gym Landing	Front Door	Driveway Entrance Door
Grade 3	8:45	12:55	Gym Landing	Front Door	Library Door
Grade 4	8:35	12:45	Basketball Court Doors	Upper Grade Doors (#)	Library Door
Grade 5	8:45	12:55	Basketball Court Doors	Upper Grade Doors (#)	Driveway Entrance Door
Grade 6	8:45	12:55	Front Entrance	Upper Grade Doors (#)	Driveway Exit Door
Siblings	At youngest sibling's arrival time	At youngest sibling's dismissal time			

Elementary guidance:

- Six feet markers will be taped off on the sidewalks and paths leading up to the school
- Students will report directly to their classroom upon entering the building.
- Students will place belongings on the back of their chairs. All materials should be within their backpack/drawstring bag, of which will hang on the back of their chair. The students are to arrive and go home each day with their materials. No student materials are to be left in the building, except extra personal pens/pencils etc inside a desk.
- Students will arrive with their items clearly labeled with their name.

MS/HS Guidance:

- Six feet markers will be taped off on the sidewalks and paths leading up to the school

- Students will report directly to their homeroom class upon entering the building.
- Homeroom period will last 20 minutes to allow a window of time for arrival.
- Students and parents will be reminded not to congregate before and after school

Appendix E

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

The following locally developed protocols address the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Plan – Section A.1.e.:

Screening Procedures for Students and Staff

- Students, Faculty and Staff will be screened for temperature each morning prior to arriving at school.
- Individuals will approach the building at one of the designated entrances while socially distanced. If physical distancing (six feet) cannot be maintained for individuals in line waiting to enter or exit a building, all individuals will require facial coverings. Physical guides, such as tape on floors or painted markings on sidewalks and signs on walls will assist with social distancing to ensure that staff and students remain at least 6 feet apart in lines and at other times and at other times in common areas and throughout the building.
- Each individual will approach and present themselves to the Kiosk for identification of presence of facemask, simultaneous observation for symptoms, and temperature reading. If facial covering is not present, one will be provided.

Protocols for Symptomatic Students and Staff

- The district will direct parents to screen their children before coming to school each day.
- Students and staff will be temperature checked prior to attempting to come to the building.
- If identified as having any COVID-19 symptoms, the individual will be respectfully and discretely escorted to an isolation area defined in each school building.
- The individual will be reassessed by the nurse. If considered to be symptomatic or having a temperature of 100.0 F or greater, the nurse will contact the Parent/Guardian for student pickup. If student initial contact cannot obtain the student within 30 minutes, their Emergency contact will be called for immediate pickup.
- Staff members will be instructed to return home and to follow up with their physician or medi center.
- Results must be documented when signs/symptoms of COVID-19 are observed.
- Students and or staff with a fever cannot return to the schools until they present medical clearance to return free from communicable disease.
- While waiting for a sick child to be picked up, the student will be monitored continuously in a designated room and safely, and respectfully isolated from others.

Protocols for Face Coverings

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. Students are required to enter buildings with face coverings and are also required to do so when social distancing cannot be maintained. If a facial covering is not present, one will be provided. Repeated arrival to school with no face covering will be addressed with the parents.

Appendix F

Critical Area of Operation #6 - Contact Tracing

The following locally developed protocols address the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.f.:

Many administrative team members, crisis response team members, nurses and faculty members participated in the Johns Hopkins free Contact Tracing Professional development. Contact tracing will be used to identify, assess and manage people, "contacts", who have been exposed to a disease. A person must be confirmed positive for COVID-19 to initiate the contact tracing policy. The following protocols will be followed:

- The nurse will notify the local health department with a list of close contacts, defined as being within 6 feet for at least 10 minutes or more.
- The nurse will notify the local health department if it was a staff member that tested positive.
- In collaboration with the local health department, the school nurse will notify the families of the affected classroom via email, as is done with all communicable diseases while maintaining strict confidentiality (FERPA/HIPAA).
- The School nurse and building principals will serve as contact tracing liaisons by providing notifications in a prompt manner. In addition, will notify the staff when a staff member has tested positive for COVID-19, while maintaining strict confidentiality (FERPA/HIPAA).
- School nurses will continue to collaborate with the local health department regarding contact tracing.
- Staff, students and families will be encouraged to self-report symptoms and/or suspected exposure to COVID-19 to their teachers and/or school nurse.

[Sample Workplace COVID Process Map for Staff and for Students until we acquire something from the NJDOE or the NJDOH, or the Bergen County BOH](#)

Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

The following locally developed protocols address the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.g.:

Listed in this section are the measures our school district will follow should an outbreak of the Influenza virus, Conjunctives (Pink Eye), Coronavirus 19 (COVID-19), H1N1 virus or MRSA bacterial infection, endangers or potentially exist within our schools. Priority cleaning and disinfecting of multi-touch surfaces throughout the sites, thorough cleaning of classrooms, restrooms, offices, and areas in the sites, Electrostatic Disinfectant Sprayer.

In addition to policy and mandates by governing agencies, these procedures are guidelines that we will follow to combat and reduce the spread of viruses pertaining particularly to the Influenza virus, Conjunctives (Pink Eye), Coronavirus 19 (COVID-19), H1N1 virus or MRSA bacterial infection. The chemicals and disinfecting procedures will effectively attack several other types of bacterial, fungicidal and veridical active viruses. The specific lists of viruses/bacteria are on the product label.

Some viruses are spread by airborne contaminants, while others are spread by surface touching or person-to-person contact. At this point even the WHO does not know if this COVID illness can be airborne. Recent reports suggest there may be a legionnaire type transmission. Since it is relatively new, has few tested and reliable treatments, we really need to focus on prevention. For this reason we will take all precautions possible.

These guidelines address attacking the viruses by the disinfection and the sanitization of surfaces in efforts to control the spread by surface contact. In the event of any outbreak of a contagious airborne or person to person virus which becomes a district concern, a meeting of the entire Custodial department and Buildings and Grounds department is called so that everyone is aware of procedures and guidelines to combat such.

Cleaning, sanitizing and disinfecting conducted by any employee of the district will require the wearing of personal protective equipment such as, but not limited to, protective gloves and a nose and mouth guard such as an approved disposable, washable or even N95 type mask. In the event an eruption of a highly contagious virus within our district is made known, the cooperation of the entire district is necessary to combat and reduce its negative impact upon the staff and student population.

Listed below are the guidelines of the Custodial Staff in the various threat levels of situations:

Level 1 - No Threat (as part of the reopening plan, we are considering all schools opening at level 2)

- Normal everyday cleaning procedures best described as a Level 1 No Threat process.
- Although there are minor adjustments that can be made, most of the adjustments are related to the facility's appearance. Level 1 cleaning will be accomplished if the building is maintained on a constant cleaning and disinfecting cycle. The building must not only look good, but it must smell clean.
- Regular neutral floor cleaners come pre-mixed by the disinfectant dispensing unit supplied by the vendor and cleaner. Disinfectant Wipes, disinfectant cleaners, spray bottles, spray pumps, and pump misters will be used in accordance with the manufacturer's recommended instructions for each use.
- There is thorough disinfecting of all touchpoints such as door knobs, counter tops, desk tops, chair backs, chair arm rests, push bars, water coolers, faucets, sinks, toilets, carts, door pull handles, cafeteria tables, tables, all hard surfaces, and furniture. Toys, balls and wall mats are disinfected through the use of spraying and misting equipment.

- All buckets of used cleaning solutions for mopping are emptied at the end of the shift. All supply or recovery tanks in automatic cleaning machines are also emptied. No solutions will be permitted to be left in any bucket after the shift has ended, with the exception of floor wax.
- Floor wax may be permitted to be left in an applicator bucket covered with a clear plastic bag so wax stays fresh, but not for more than twenty-four hours.
- All custodial closets are to be mopped at the end of each shift. Mops will be the only wet item (s) in the closet, and they may be hung over the sink basin or over a bucket to catch any water from dripping on the surrounding floor.
- All used wiping cloths will be disposed of at the end of the shift and put in the trash container (dumpster) outside the building.
- No cleaning supplies will be left in any area of the building where a student (PK-12) can readily gain access to them.
- All custodial closets will remain locked during the normal school hours.
- Products used in everyday cleaning will consist of:
 - Disinfectant Products
 - Envirox H2Orange Concentrate 117
 - When students are not present, Pure Bright Ultra Bleach
 - Clorox Hydrogen Peroxide Sani-Wipes
 - Lysol Disinfectant Spray
 - BruTab 6S Disinfectant Tablets
 - Custodial / Maintenance Staff will apply the disinfectants twice per day on a Level 3 basis

Level 2 - Known Threat (Entering in September - We are working within the assumption that there is a threat out there)

A Knowledgeable Threat is confirmed when there exists knowledge that the Coronavirus 19, H1N1, MRSA, Influenza virus or Conjunctivitis (Pink Eye), has affected a student or students of the district.

The same products used for a Level 2 threat will be the same as a level 1 threat.

Level 2 Includes all actions indicated in Level 1, plus:

- It is at this point that the ratio of product in the cleaning solution will be increased to combat the viruses.
- Instructors will be advised to monitor the washing of students' hands. All instructors must advise their student's proper procedures for washing hands so the virus does not spread.
- The use of hand sanitizers will be available for use by the student and staff population.
- As in Level 1, all mop buckets must be emptied at the end of the day. Additionally, for Level 2, they must be emptied and replenished with fresh solutions during the course of normal school hours. Disinfectants and sanitizers lose their killing powers as they are loaded up with bacteria and soil picked up from the floor. Even a solution that appears clean can be overloaded with bacteria and since bacteria are microscopic, it may be assumed that the solution will still have the bacterial killing power when in fact it doesn't, and bacteria would be spread throughout the building by using this same solution.
- Sanitizer wipes, sprays and cleaners will be applied to the carpeting in the classrooms which will make the carpet safer (only installed carpets, otherwise we are lifting and removing all area rugs from classrooms) and more sanitary by removing and inhibiting the growth of unhealthy bacteria in the carpet. All products used for this type sanitizing will be EPA approved and reviewed to ascertain if there will be any hazards associated with the dried spray of this product.
- Instructors who have carpets or area rugs in their classrooms should be advised to not permit the students to sit or play on these carpets. Carpets can harbor germs from a sneeze from a child for up to 24 hours.
- No product that has any adverse effect or possible effect on a student's health or well-being will ever be used in a classroom, be it on carpet or hard surfaces.

- Any cleaning process which requires moisture introduced into the classroom will require that the moisture be dry within two hours after the process is completed. Equipment used in aiding the drying time may be fans and or dehumidifiers.
- All sanitizing and disinfectants used during the day which have not been entirely used, must be discarded and not put back into the original container. Used solutions have the possibility of contaminating the clean solution or reducing the disinfecting or sanitizing powers.
All gloves and wiping materials will be disposed of and removed from the building nightly.

Level 3 - School or District Outbreak (for confirmed cases within the school or district wide)

A Level 3 - District Outbreak is when a large population of the city and school district has confirmed Influenza virus, Conjunctives (Pink Eye), Coronavirus 19, H1N1 or MRSA.

It is at this point that the ratio of product used is the highest level and the most serious level of the Contingency Plan that our district must address. Identified contaminated spaces that can be blocked off and locked, they will be left to sit for 72 hours before being cleaned. If not, they will be allowed to sit untouched for as long as possible before cleaning. At this level, we need to increase the level of effectiveness of our sanitizers and disinfectants by attacking the virus more aggressively. We must also be more aggressive in the sanitizing and disinfectant assault.

Level 3 Includes all actions indicated in Levels 1 and 2, plus:

- Touch points should be wiped several times during the course of normal school hours.
- Flat surfaces, especially lunch tables must be sanitized after each lunch period.
- No solution will be used for more than one hour before being discarded and replenished with fresh sanitizing or disinfecting solution.
- Desks should be wiped after the dismissal of school as well as the instructor's desk (if possible).
- All bathrooms must be thoroughly cleaned and sanitized using the same disinfectant products as specified in Levels 1 and 2.
- Students and teachers should be notified to not place items on the floor of their classrooms. Viruses and bacteria will be maintained on the soles of shoes and are then deposited on hard floor surfaces and carpets. Leaving a briefcase or backpack on the floor then picking it up to place on desk is considered incidental contact with germs or bacteria.
- The commonly followed "3 second rule" is no longer valid. If anything touches the floor it can instantly pick up a virus or bacteria and transmit it to the unsuspecting person who puts the item in his/her mouth or merely puts their fingers in their mouth after touching the item. Keeping masks on to prevent hands to mouth is very important during this time.
- Any area to be sanitized or disinfected must be cleaned first. Only then can it be properly sanitized. It must be wiped, cleaned, sanitized then dried to kill most of the surface germs effectively.
- The work will be more laborious and time consuming. Most likely overtime will be required, and there will be an increase in the overall expense of supplies for the attack on these viruses and germs.

Being more aggressive, following procedures precisely, and using the correct product to fight the virus or germs identified will reduce, and hopefully prohibit, the further spread of the Influenza virus, Conjunctives (Pink Eye), Coronavirus 19 (COVID-19), H1N1 virus or MRSA bacterial infection, and help protect the staff and students during the outbreak of any such incidents.

The County Board of Health as well as the County Department of Education will be kept abreast of any such activity within our district and may offer further advice or guidance during this Level of activity.

Directions for Bus Drivers:

- Disinfect all seats, backrests, windows, handles, glass, touch points before and after every use.
- Disinfect the bus with the supplies provided at the end of the day when the routes are completed for the day. Make sure you start in the back spraying your way out the front.

- Hand sanitizer touch free dispenser in the front is to be refilled daily.
- Bus windows are to be opened (weather permitting) to establish better ventilation prior to loading passengers.
- Drivers are to have **all passengers use the hand sanitizer when entering the bus.**
- Passengers are to sit only in the designated and assigned rows, keeping socially distanced.
- Buses are to be loaded from the back to the front, and unloaded from the front to back so there is no passing in the bus aisle.

Directions for Custodians:

- District facilities to be cleaned and disinfected in accordance with the CDC guidelines.
- Custodians shall advise their building nurses of any symptoms of illness related to COVID-19 and must remove themselves from the workplace pending a consult with designated staff described by the nurse.
- Custodians shall respect physical distancing guidelines and wear a face covering at all times.
- Maintenance will monitor all water fountains and bottle filling stations to maintain working conditions, and custodial staff will disinfect throughout the occupied day.
- Day Custodian(s) will make sanitizing frequently touched surfaces a regular and repeated daily priority.
- If there is a change of students in a classroom during the day, the students and staff will undertake “spot cleaning” of their own individual spaces before the next set of students occupy the space.
- All restrooms will receive cleaning and disinfecting frequently throughout the day, **minimally hourly.**
- All Custodians shall wear disposable gloves when disinfecting and cleaning.
- Custodians are to clean and disinfect any surface that is visibly dirty.
- Custodians will ensure that school classrooms and offices are supplied with:
 - a spray properly labeled bottles all sanitizer/Disinfectant (for offices, and some classrooms)
 - Paper towels or clean wiping rags
 - Bottle of hand sanitizer
 - If there is a sink in this space, soap and paper towels in the proper dispensers
- Thorough hand washing shall take place:
 - Upon arrival to the site
 - Prior to and after eating
 - After completing disinfecting tasks
 - Before and after wearing gloves

Areas for Cleaning (and for wipes or other supplies for “spot cleaning”):

Main Entrance & All Interior Doors

- Door Handles
- Push plates and push areas above and below handles and push bars
- Both sides

Reception Areas and Offices

- Countertops and Desktops
- Light switches
- Cabinet handles
- Copiers/printer touchscreens and lid handles
- Telephones

Handrails & Elevators

- Staircase handrails
- Guardrails
- Elevator push buttons inside and out

Drinking Fountains & Bottle Filling Stations

- Handles
- Knobs and Pushbuttons

Bathrooms

- Faucets
- Toilet and Urinal flush buttons/handles
- Stall locking hardware and handles
- Soap Dispensers
- Paper towel Dispensers
- Hand Dryer Buttons
- Light switch

Classrooms

- Light Switch
- Cabinet Handles
- Teacher/Student Chairs
- Desks and Tables
- Countertops

Libraries & Computer Labs

- Light Switches
- Cabinet Handles
- Bookshelves
- Countertops
- Touchscreens, Lids edges on copiers/printers
- Telephones

Staff Rooms

- Light Switches
- Cabinet Handles
- Countertops
- Telephones
- Appliance Handles
- Tables & Chairs

Appendix H

Critical Area of Operation #8 – Meals

The following locally developed protocols address the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.h.:

Notwithstanding pending guidance from NJDOE, we have a plan with Pomptonian, our food service provider. The District does provide meals to eligible students. **We are a member of the School Food Authority, Saddle Brook TWP BOE, Agreement #00304610.**

Questions or concerns about food services, can be directed to Tom Deptula at foodservices@sbpsnj.org or **201.843.2880 ext 2313**

The District has contacted all eligible families via email, District blast, website and Facebook posts to inform them of where and when the lunch meals may be picked up. Pomptonian will have a list of the eligible students and will keep a log of who picked up a meal. We will not turn any family away.

School cafeterias or group dining areas will not be used during the reopening of schools as outlined in this Plan. The District has coordinated a plan with our food service provider, Pomptonian, to offer meals to all students during this phase. Pomptonian will prepare a complete meal containing the balanced nutritional selections as prescribed by the Bureau of Child Nutrition Programs, New Jersey Department of Agriculture. The meals will be available at no charge to students who currently qualify for free and reduced-price meals at Public Schools. The meals will also be made available for families who wish to purchase for lunch for their children in grab-and-go fashion. At the elementary schools, "today's lunch" and "tomorrow's breakfast" will be delivered to classrooms via crate from Pomptonian. At the MS/HS, meals will be boxed and available for pick-up prior to leaving school for students participating in in-person instruction, or available for pick-up at the Saddle Brook High School Cafe door or (other predetermined location at the elementary schools for students learning remotely.)

- Food Services:
 - Breakfast:
 - Breakfast programs will continue to run in the following buildings: Franklin Elementary School, Helen I. Smith School, and Middle School / High School.
 - Staff member(s) monitoring breakfast will visually screen and take the temperature of each student.
 - Students will be masked when not eating.
 - Students must be socially distanced in the cafeteria.
 - For MSHS, the second cafeteria may be used if necessary.
 - For Helen I. Smith School, Champions Before-Care may run simultaneously.
 - Lunch:
 - For Phase One, students will not be eating lunch at school.
 - Elem Students will order lunch online by 9:00am in the morning.
 - All students will be able to pick up their lunch (for two days, if needed) and breakfast for the next day upon dismissal from school.
 - Lunches may be brought to the classrooms at the elementary schools for students to take home.

- At the MSHS, a table will be set up where the students will be able to pick up their food at dismissal.
- Phase two lunch procedures will be decided upon entering of phase. Items to be addressed will include:
 - The staggering of eating times
 - Eating lunch inside classrooms
 - Using the larger spaces in the buildings such as the Gym, auditorium, library etc.
 - Disinfecting the area between groups
 - Handwashing
 - Food service and distribution

Appendix I

Critical Area of Operation #9 – Recess/Physical Education

The following locally developed protocols address the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Plan – Section A.1.i.:

General Recess and Physical Education

- Recess Phase One: *RECESS will be addressed during the K-6 student's lunch period 25 minutes for lunch, and 20 minutes for recess. Recess has also been addressed in sample schedules for students in grades 7-8. Health and PE teachers will create a choice schedule for unstructured recess that students will be asked to complete and submit monthly. These may be themes or bingo board style choice activities for both outdoor and indoor activities during inclement weather. Elementary K-6 SEL/Yoga time within the classroom will be in addition to the recess and PE minutes.*
- Subsequent Recess procedures will be decided upon entering advanced phases. Items to be addressed will include:
 - Grouping of students
 - Marking off areas for use outside
 - Disinfecting any equipment (recess balls, playground apparatus, etc.)
- Physical Education classes will take place outside. In the event of inclement weather, students will have physical education inside. They will be socially distanced across the gymnasium.
- Students in grades 7-12 will be responsible for spot cleaning their “work area” at the end of the period.
- All locker rooms will be closed. Students are required to come dressed for physical education on their scheduled Phys. Ed. days.
- During phase one, no equipment will be used for physical education. The students will participate in socially-distanced individual activities including yoga and warm-up activities.

Health & Safety Measures

- Sanitization stations have been purchased for school gyms.
- Sanitization will be provided upon entrance to the gym as well as after.
- Students will be expected to use sanitization before and after PE/Health.
- Minimal or no equipment will be used until further notice.
- The SBHS weight room will be closed until the Governor allows for indoor gym use.
- Social distancing will be used upon entering a gym.
- Students will be required to use masks/face coverings unless socially distanced AND outdoors. OR in the event a student in the class or the teacher requires others around him or her to wear coverings.
- Teachers will wear face coverings at all times.
- Virtual PE will be offered to the students on home rotation or purely virtual learning.
- Students will be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room. Locker rooms are 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.
- Cones/circle spots/markings/visual aids will be used to separate students.
- Individual, reusable water bottles are encouraged.
- Water fountains will not be used.

- Teachers should use microphones in the gym when possible.
- Students with audio/visual disability will be accommodated.
- Students with disabilities will be accommodated.

Physical Education Activities

- Mental Health – Yoga, Meditation
- Fitness Activities
- Strength Training
- Dance
- Fitness Stations
- Outdoor Pursuits
- Self Reflection
- Pilates
- Activity Swap

PE Remote Learning

- Zoom Workouts
- Posted Videos
- Streaming programs appropriate for PE
- Google Classroom
- Replay It – Google Chrome
- Connected PE
- <https://www.shapeamerica.org/>
- [Fitness Test From Home](#)
- Flipped Classroom
- [Project Based Learning](#) (Authentic Learning)

Appendix J

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

The following locally developed protocols address the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.j.:

All applicable social distancing requirements and hygiene protocols established in this Plan will apply during any extra-curricular activities. In addition, any external community organizations that use school/district facilities will be required to follow district guidance on health and safety protocols. At this point, district facilities will not be open for any in-person activities outside of school hours in accord with NJDOE guidance.

The subcommittee for this domain addressed assemblies, concerts, plays, choir, back to school events, orientations, school and district wide activities such as our health fair, guest readers, older student buddies, class parties and field trips. The general consensus for all of these is the district will limit visitors for at least phase one if not until the threat of COVID is significantly diminished. If an event or activity, concert, show, surprise guest, buddy, reader, wax museum, etc., can be experienced virtually, we should do those things and engage in the activities we know students look forward to - the enjoyable, fun things we do in school. There will be no shared food at any events. While in-person field trips are suspended until further notice, virtual field experiences for students during remote learning will be encouraged and incorporated into learning plans when aligned with core curriculum content and deemed appropriate.

The music teachers have made some recommendations for special dividers and masks for their spaces. We will not be pulling students from core classes for music lessons until the schedule returns to a full day. However, the rotation in place will allow for lessons during the official lunch period at the end of the single session, properly distanced of course. Additionally, music lessons can be virtual as they were during the spring shut down. The district has considered the [Arts Ed Guidance](#).

Visitors

If and when we accept visitors, all visitors will be screened (questions, temperatures, masks) inside, including other sports coaches, students from other schools, contractors, and any other people.

We will limit daytime contractors to essential work only. All must be screened for COVID, and will receive a guest lanyard. Those will be set aside for 24 hours and then wiped down.

Parent drop off (for snacks, medicines, forgotten items) will be in the security vestibules. Parent communications, meetings, conferences, permission slips, payments, and other school related paperwork will be made available digitally to the fullest extent possible. This will also cut down on the main office traffic. Sign out for sick children will be digital.

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.-Page 17 NJDOE. 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, entry to the school/district facility may be denied.-Page 26 NJDOE

Appendix K

Academic, Social, and Behavioral Supports

The following locally developed protocols include supplemental materials, evidence, and further explanations of the elements listed in the Academic, Social, and Behavioral Supports section in the Board's Plan – Section A.2.a. through A.2.e.:

The Saddle Brook School District spent considerable time over the past two years dedicated to expanding the SEL program initiatives. We were fortunate enough to be able to continue that during the shutdown this past Spring with [SEL BINGO](#), Wellness Wednesdays, Fitness Fridays and Mindful Mondays. Evidence of this can be found on the website. The school year will begin with a variety of SEL programming for teachers and students to address the needs of our students during this time.

Overall demographic:

The district is comprised of students reflecting the follow demographics - 71% white, 3.4% black/African American, 8.2% Asian, 1.2% mixed race, 16.2% Latino

Student counts for state funded preschool: 36

ELLs: 38

Special Education students: 480

Special Ed (new) evaluations in the queue: 35

Homeless: Fewer than 10

Low income:

Franklin 78/321 = 24.2%,

Smith 67/326 = 21%;

Long Memorial 25/270 = 9.25%;

MS/HS 153/796 = 19.2%;

Washington fewer than 10 = 1%

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.

1. Research shows the importance of mental and emotional well-being for students and staff, which has both psychological and ultimately academic outcomes. Access to school counselors and school-based health clinics helps students. Counselors and school based health centers will play an extremely important role in the adjustment period when buildings reopen.
2. Now more than ever, it is evident that schools play a critical role in the overall whole-child development process and quality of life for families. Research makes it clear that, compared to adults, children are more vulnerable to the emotional impact of traumatic events that disrupt their daily lives. Considerations for students with special needs, those who have a history of trauma, are broad and overarching.
3. Create professional development for staff regarding typical childhood reactions to stress and trauma which might have resulted from extended online learning.
4. School-based health centers with mental health supports will be available for students, as will the partnership program with Care Plus that exist in our school district..
5. Planning on implementing the use of Restorative Practices and Mindfulness strategies to address the social-emotional needs of students.
6. Consult with classroom teachers about student needs and develop classroom guidance lessons as appropriate to the age and grade level.
7. Teach, or co-teach social emotional learning strategies to help students adjust to the changes in their environments.
8. Assist teachers with celebrating individual student resilience (What I did during the virus to be safe).

9. Analyze student work to assess mental health needs (Journals, art work, etc.).
10. Develop classroom guidance lessons on gratefulness: post student work in hallways thanking the cleaning staff, the nurses, doctors, grocery workers, etc.
11. Assist teachers or create classroom guidance lessons on how to help others at a safe distance.
12. Provide individual counseling to students who express fears, loss, anxiety and/or signs of depression.
13. Provide safe, social distancing for group counseling.
14. Co-teach lesson (health) on depression symptoms and warning signs and offer referral services to students and staff.
15. Observe and talk to students who may have signs of abuse or neglect.
16. Provide classroom lessons on school expectations and structure to help students re-adjust to a school schedule.
17. Assist teachers with behavioral concerns and counsel students to determine root causes.

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. Our elementary school schedules have RTI periods built in, and we maintained that for the re opening. Each day sees a full RTI period for this purpose.

1. Identified support teachers will collaborate with classroom teachers to structure RTI periods and provide required services to a variety of students with a variety of needs. The way instruction is delivered can have a larger effect than any particular curriculum or textbook. Specifically, on average, one-on one tutoring and/or small group direct instruction can be more effective in raising student achievement than a specific curriculum, intervention, and/or set of instructional materials.
2. Addresses student-specific needs arising from the transition back to school buildings.
3. Considers whether or not a student has experienced a regression of skills and/or lack of progress.
4. If regression and/or a lack of progress is present, identify opportunities for recovery, including additional, new, or different services and accommodations.
5. Time when students are not in school may therefore be better utilized in one-on-one or small-group synchronous sessions, rather than whole-class synchronous work and/or asynchronous learning.
6. In general, research on extra time programs suggests that the lowest performing students should be provided with as much instruction as possible. Further, research on distance learning suggests that at-risk, low-performing students are the population most likely to be negatively impacted by online schooling, meaning these students should have in-person instruction prioritized for them.
7. Provide small group and individual support based on individual needs.
8. Use scaffolding instructional strategies.
9. Use formative assessments to identify gaps.
10. Develop digital opportunities for review and recover.
11. Provide office hours to touch base with individual families when needed.

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.

1. Support services for loss of any staff, students, or family
2. Refer students to outside counseling as needed
3. Mobilize crisis recovery team to provide emotional and psychological support
4. If school community has experienced a loss of life, establish “safe rooms” as needed within each facility for counseling service provision
5. Announce counseling support services available to faculty and staff via Care Plus or other Programs that are available
6. Hold faculty and staff meetings to provide information on signs and symptoms of stress to observe in students, faculty, and staff
7. Communicate counseling support services available to students

8. Have available for staff, parents, and families educational materials on loss and grief and ways to cope with stress
9. Work with faculty and staff on identifying families in need of long term physical and mental health support and intervention and provide resources to families
10. Work with Care Plus on how to handle commemorations, memorial activities, and permanent marker establishment, if allowed
11. Determine how memorial activities will strike a balance among honoring a loss, resuming school activities and class routines, return to schedules and maintaining hope for the future
12. Use referral processes to secure help for the student and family
13. Create materials for parents regarding their fears and how to deal with those fears.
14. Share materials with parents on how to talk to their children about managing change and about managing feelings during times of stress.
15. Coordinate services with other related service providers, in the school and community to identify and address other student and adult needs.
16. Provide socially distant parental information evenings regarding what the school is doing to keep students safe. Include other student services staff as presenters.

Childcare: before and aftercare is provided in the elementary buildings by [Champions](#)

Pre-K - Age 21 Special Services Accommodations

- Collaborative in class support (ICS) teachers co-plan lessons with their teaching partners via email and Google Meet.
- Collaborative ICS teachers proactively reach out to students with IEPs in their class to provide additional support and appropriate modifications and accommodations.
- Instructional 1:1 paraprofessionals are providing virtual support to individual students under the direction of the classroom teacher consistent with the IEP. In the ABA program, paraprofessionals are assisting teachers and families with parent training and collecting data for discrete trial instruction (DTI), as well as attending related service sessions to assist providers, when requested. Paraprofessionals are also engaging in a high level of professional development to help support their role in working with special education students.
- Resource program teachers plan with their grade level colleagues and make appropriate modifications for their students to be shared directly with students and parents.
- Special program teachers (LLD, ABA) consult regularly with CST members, district behaviorist and related service providers, Dr. Lauren Reisenauer lreisenauer@sbpsnj.org (Director of Special Services), Ms. Jillian Cawley jcawley@sbpsnj.org (Supervisor of Special Services) and the case managers to plan individualized supported activities for their students.
 - Specialized materials, communication devices, and assistive technology supports and necessary training remain in place for students. Online and accessible platforms, like Learning Ally are utilized. Assistive technology supports are available through the Google Classroom instructional delivery format. Commission for the Blind continues to provide support to students who have been identified as needing those services.
 - Related services will be delivered in person and through the teletherapy model, as well as the consultative model with supplemental materials remaining in place in regularly scheduled sessions to support progress towards educational IEP goals. Related Service providers provide consultation with parents, teachers, and students.
 - For IEP-Driven ABA parent training and home programming, our district behaviorist, and classroom teachers also continue to provide virtual support through online platforms, direct consultation, email, and phone conferences.
 - The Director and Supervisor of Special Services monitor the delivery of IEP-driven services to track the delivery of IEP driven special education and related services, as well as the necessary

modifications and accommodations for individual students. Related services providers maintain a log of services, including speech, occupational and physical therapy, as well as counseling support. Data is collected and progress reporting on IEP goals is maintained and reported to parents/guardians.

- Several communications regarding special education programming have been sent home to parents unique to the type of program in which they are enrolled. Case managers will continue phone conferences with parents and utilize secured online platforms to converse. In some circumstances, contracted providers will continue to provide service to students with special needs. Providers have also developed a plan to provide remote instruction, counseling services, and consultation via phone conference. CST case managers continue to contact parents to schedule IEP meetings via phone, or virtual platforms. Case managers can share their screens to review the IEP document with the parent/guardian.

POST ESY Review and Follow up for Fall 2020

- *Assess Extended School Year (ESY) for students with disabilities*
- *Review of credit loss or shortages for high school students and an initial plan to address credit recovery*
- *Assess learning loss and an initial plan for potentially addressing learning loss*

COMMUNICATION: All case managers, speech therapists, and special education administrators will be available via email and district voicemail, and live zoom meetings upon request. We are asking that email be the primary communication mode, and phone calls be limited at this time.

Native Language: All notices will be translated to the native language to the extent required by the District's current practices.

Contracted Providers: We have contacted all providers, transportation, and nursing staff and notified them of our school closure and need for their availability, as necessary, for remote meetings.

Out of District Schools: Meetings will be held remotely and scheduled in cooperation with OOD staff, as needed and outlined elsewhere in this plan.

Parents: Regular communication is being maintained with all parents. The district has also established a phone line and email specifically for any questions related to the reopening of schools.

PROVISION OF APPROPRIATE SPECIAL EDUCATION AND RELATED SERVICES FOR STUDENTS WITH DISABILITIES

It is our expectation that students with IEPs participate in virtual learning as outlined by each of the buildings.

- Each teacher and related service provider has already or is in the process of developing individualized lessons that target each student's IEP goals.
- The activities have been or will be sent home to the families and will be monitored by the teacher, CST members and related service providers.
- The duration of the activities aligns with the provision of general education services
- Each teacher and related service provider's plans include adapted materials and assignments to meet individual student needs, as outlined in the student's IEP and/or 504 Plan. They are also inclusive of the accommodations and modifications that are part of each student's IEP.

RELATED SERVICES:

Speech/language services will be available for students grades K-12 via virtual platforms. In addition, where appropriate or necessary, home therapy packets will be sent via email to help review skills students have been working on in session.

Preschool Disabled Students The Teams will meet upon schools reopening and determine what, if any, regression has occurred. They will then work with students to get them caught up in addition to their regularly scheduled session.

Occupational Therapy/Physical Therapy The Teams will meet to determine what if any regression has occurred. Based on this information, they will determine how many sessions are necessary to catch the student up in addition to their regularly scheduled sessions. However, we are working on developing home exercise videos designed to meet specific IEP goals and will release those as they become available and/or necessary.

Counseling Counseling will be provided through a virtual platform. Parents will be contacted via email to arrange days and times to provide this service.

COMPENSATORY SERVICES:

Compensatory education and/or services will be determined on a case by case basis by the IEP Team within 60 school days of the District's reopening. Current progress and present levels have been recorded and will be used to determine what, if any, compensatory education is necessary when schools reopen. This determination will involve an analysis of the regression of the student's IEP goals and the level of services needed to recoup that regression. An analysis of the student's projected progress will also be undertaken. Services are not going to be provided on a generic 1:1 calculation.

MEETINGS:

Evaluations Parents will be contacted via email to advise them of the evaluations scheduled, the postponement of those evaluations, and advised that scheduling will resume as per guidance from NJDOE.

Annual Review Meetings Case managers are attempting to have these meetings via Zoom and/or conference calls with staff members and parents. Parents will be contacted via email and asked if they consent to hold the meetings remotely. If the parent declines, the meeting will be postponed until schools reopen.

Eligibility Meetings Eligibility meetings will take place as long as the evaluations have been completed, via the same procedure implemented for Annual Review Meetings.

Initial Planning Meetings and Reevaluation Planning Meetings: We will offer to conduct reevaluation meetings remotely and advise parents/guardians that evaluations cannot be scheduled to begin until school is back in session. For initial referrals, we will be keeping a log and documenting all initial referrals and schedule meetings once schools re-open or as per NJDOE guidance.

Any meetings that have been canceled or unable to take place will be rescheduled as soon as school is back in session or as per NJDOE guidance.

MEDICALLY FRAGILE STUDENTS

As medical services are provided by the District to the extent necessary to allow the student to access the educational program, those provisions of the students' IEP that can be met remotely will be met. Otherwise, we will advise parents that nursing staff and other medical related services cannot be provided at home and that alternative services need to be arranged by the parents. Health care plans will be sent to each parent, so that they have the most up to date information on the student's plan to share with private providers, as necessary.

CONFIDENTIALITY

All information shared electronically will include the following statement:

“CONFIDENTIALITY NOTICE: The information contained in this communication from the Saddle Brook Public Schools is confidential and may be considered a student record. This email and all information contained or attached hereto is intended for the sole use of the persons or entities who are the addressees. If you are not an intended recipient of this email, the dissemination, distribution, copying or use of the information it contains is strictly prohibited. If you have received this communication in error, please immediately contact the sender to arrange for the return or destruction of this information.”

School Counselors

Our Saddle Brook HS Guidance Department is fully prepared to handle any college and/or career-related concerns for our seniors still submitting college applications and/or needing assistance for any college, career, or military enlistment and/or services. This goes for the rest of our student body as well. Our guidance counselors and team will be working in person and by phone, to ensure students still receive all necessary services. We encourage all meetings with parents to take place remotely.

Nursing

We will advise parents that nursing staff and other medical related services cannot be provided at home and that alternative services for students who chose remote learning need to be arranged by the parents. All health care plans will be sent to each parent, so that they have the most up to date information on the student’s plan to share with private providers, as necessary. We will ensure that nursing staff remain available for students within the schools.

Transportation

OOD students will be transported as per the guidance/schedules of their OOD schools. We will maintain contact during this time to secure copies of their re-opening plans. The District’s Transportation Coordinator, Cathy loele at cioele@sbpsnj.org will maintain contact with providers.

*****AUTHORIZATION FOR USE OR DISCLOSURE OF HEALTH INFORMATION AND STUDENT RECORDS**

Completion of this document authorizes the disclosure and/or use of individually identifiable health information and student records, including such information maintained within a record considered a “student record” under FERPA, and consistent with Federal laws (including HIPAA) concerning the privacy of medical records.

USE AND DISCLOSURE INFORMATION:

Patient/Student Name: _____ DOB: _____

I, the undersigned, do hereby authorize the Saddle Brook Public Schools to provide any information from the above-named child’s medical file or student record, including but not limited to counseling records, to:

Public School _____
(School District to Which Disclosure is Made)
Phone:
Fax:

Information to be disclosed:

Entire Medical and Psychotherapy Records, including patient histories, office notes, test results, referrals, consults, billing records, insurance records, and records sent to you by other health care providers.

Other: STUDENT NAME, ADDRESS AND PARENT/GUARDIAN CONTACT INFORMATION; STUDENT FREE/REDUCED LUNCH APPLICATION, FORMS, AND ALL OTHER DOCUMENTS RELATING TO STUDENT FREE/REDUCED LUNCH; AND ENROLLMENT DOCUMENTATION

USE:

I understand and do hereby authorize the Agency to disclose information from the above-named child's educational records to the School District listed above, including confidential records and information protected under Federal laws, including HIPAA and FERPA in order to allow said student to receive a Free or Reduced priced lunch from their district of residence, which is different from their different of enrollment.

DURATION:

This authorization shall become effective immediately and shall remain in effect until for one year from the date of signature, if no date entered.

RESTRICTIONS:

Law prohibits the Agency from making disclosure of health information not described in this release, unless the Agency obtains another authorization form from me or unless such disclosure is specifically required or permitted by law.

YOUR RIGHTS:

I understand that I have the following rights with respect to this Authorization: I may revoke this Authorization at any time. My revocation must be in writing, signed by me or on my behalf, and delivered to the health care agencies/persons listed above. My revocation will be effective upon receipt, but will not be effective to the extent that the Agency or others have already acted in reliance to this Authorization.

RE-DISCLOSURE:

I understand that the School District will protect this information as prescribed by the Family Education Rights and Privacy ACT (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA), and that the information will become part of the student's educational record, to the extent permissible. The information will be shared with individuals working at or with the School District for the purpose of providing safe, appropriate, and least restrictive educational settings and school health services and programs.

I have a right to receive a copy of this Authorization. This Authorization expires in 12 months.

APPROVAL:

Relationship to Parent/Student_____

Area Code/Tel. Number_____

Appendix L

A District Restart Committee has been established as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.1.:

Saddle Brook Public School District Reopening Task Force Committee

Stakeholder Group/Representative/Employee	Name
PTO Franklin	Sara Mielnicki
PTO Smith	Jessica Krhin
PTO Long	Heather Cosentino
PTO MS/HS	Beth Lamboy
PTO Washington	Emma Bonan (PTO Liaison)
Faculty Pre K-2	Donna Ferraro
Elem. Special Education	Jaquelyn Santiago
Faculty 3-6	Matthew Martinez
Faculty 3-6	Peter Ianacone
Faculty 6-8	Cathi Rippas
Special Education Faculty 6-8	Robyn Orosz
Faculty 9-12	Mitchell Zawonski
Faculty 9-12	Eileen Joyce
Faculty Specials ELEM	Lisa Grados
Faculty Specials ELEM	Michela Vliscardi
Faculty Specials 7-12	Frank Ortega
Head Nurse	Ellen Ciceri
CST	Patricia LaCorte
Counselor ELEM	Jamie Ferrara
ELL Representative	Suzanah Lee
Counselor 7-12	Christina Sasson
SBEA Assoc Leadership	Arianna DAquino
SBEA Assoc Leadership	Ellen Josephson

Assoc Secretary Leadership	Niki-Ann Ramos
Assoc Para Leadership	Nancy Beres
Buildings & Grounds Lead	Keith Siroky
Custodian ELEM	Vinny Grecco
Custodian 7-12	Dave Mendez
Custodial Assoc Rep/Leader	Ralph DeJulia
Food Services	Tom Deptula
BOE Member	Kelly Mahoney
BOE Member	Sylvia Zottarelli
BOE Member	Vin Laurentino
BOE Member	Mariana Ianneillo
Superintendent	Danielle Shanley
Business Admin.	Ray Karaty
Director C & I	Toni Violetti
Director Spec Ed/Principal Wash	Lauren Reisenauer
Super. Spec Ed.	Jillian Cawley
Data Coord/Ed Tech	Sonya Otero
Director of Tech	Mike Maher
Long Principal	Jaynellen Jenkins
Franklin Principal	Lori Cohen
Smith Principal	Deborah Wunder
HS Principal	DJ Meisch
Super. PE/Health/Athletics	Chris Ianneillo
HS VP	Ray Searles
MS VP	Brenda Coffey
Central Office Rep	Gina Galvin
Admin Intern/Teacher MS/HS	Colin Shallcross
Community - Mayor	Bob White
Community - Town Council and Liaison to the BOE	Dave Gierak

Re Opening Task Force Sub Committees

[CDC Readiness and Planning Tool](#) - Tool used for agendas and planning

Policies & Procedures	Scheduling	Facilities & Supplies	Education & Training	Communication & Messaging	Athletics, Gatherings, Visitors, & Events	Transportation
Ellen Ciceri	Michela Viscardi	*Ray Karaty	*Colin Shallcross	Heather Cosentino	*Peter Ianacone	*Ray Karaty
Donna Ferraro	Arianna DeAquino	Keith Siroky	Sonya Otero	Lori Cohen	Lisa Grados	Keith Siroky
Niki-Ann Ramos	Jaynellen Jenkins	Deborah Wunder	*Matthew Martinez	Emma Bonan	Jaquelyn Santiago	Lauren Reisenauer
Deborah Wunder	Brenda Coffey	Mike Maher	Chris Ianiello - for Health and PE	*Lauren Reisenauer- OOD	Chris Ianiello - Athletics	Patricia LaCorte
Brenda Coffey	Lori Cohen	Vinny Grecco	Mariana Ianneillo	Jillian Cawley	Frank Ortega	Nancy Beres
Jillian Cawley	Christina Sasson	Kelly Mahoney	Ray Searles	Sara Mielnicki	Jessica Krhin	Ralph DeJulia
*Ray Searles	Ray Searles	Dave Mendez	Brenda Coffey	Vin Laurentino	Beth Lamboy	
Sylvia Zottarelli	Deborah Wunder	Mitchell Zawonski	Suzanah Lee	Bob White	DJ Meisch	
Gina Galvin	Eileen Joyce	Tom Deptula	Eileen Joyce	Brenda Coffey	Ray Karaty	
Ray Karaty	*Robyn Orosz	Ralph DeJulia	Cathi Rippas	Ellen Josephson	Dave Gierek	
Toni Violetti	Jamie Ferrara	DJ Meisch	Toni Violetti	Toni Violetti	Toni Violetti	
	Toni Violetti					
Danielle Shanley	Danielle Shanley	Danielle Shanley	Danielle Shanley	Danielle Shanley	Danielle Shanley	Danielle Shanley

***chairperson for subcommittee**

Appendix M

Pandemic Response Teams have been established as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.2.:

Saddle Brook School District's Pandemic Response Teams

School-Based Pandemic Response Teams

- Cross section of administrators, teachers, staff, and parents - school counselor, CST member, custodian, school safety team member
- Liaison that reports to district-level administrators
- Every school should have a contact tracing liaison (the school nurse or designees in their absence)

School:	Washington School:	Franklin Elementary School:	Helen I. Smith School:	Long Memorial School:	Middle School / High School
Administrator/ Liaison to District:	Lauren Reisenauer	Lori Cohen	Deborah Wunder	Jaynellen Behre Jenkins	DJ Meisch Ray Searles Brenda Coffey Chris Ianniello
Teacher:	Emma Bonan	Joe Stapleton	Sue Laurentino	Peter Ianacone	Cathi Rippas Ellen Josephson Melissa Levy Sandy Frazier Joyce Tirri Dan Gianfredi Margaret Arnold Zofia Gradzki Megan Johnson Dave Barbieri Jen Angerami Tracy Cahoon
Counselor:	Amy Byrnes	Amy Byrnes	Jamie Ferrara	Diana Capani	Christina Sasson
CST Member:	Alexandra Valle	Susan Winter	Jessica Bernstein	Patricia LaCorte	Eileen Joyce
Admin. Assistant	Christine Fontana	Niki-Ann Ramos	Korey Chalarca	Candace Truax	Lisa Mackin
Custodian:	Bob Calcaterra	Vinny Grecco	Nicky Rinkiewicz	Kevin Kozolwicz	Dave Mendez
Nurse (Contact Tracing Liaison):	TBD	Marianne DeAlessi	Ellen Ciceri	Kelly Fontana	Carol Rabe
Parent:	TBD	Jennifer Guellnitz	Jessica Krhin	Heather Cosentino	Beth Lamboy Victoria Torbic

Appendix N

The following locally developed protocols address the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.3.:

Scheduling of Students

Our instructional plan includes **TWO** options while we are in the **GREEN ZONE (health safety zone)**:

1. **OPTION ONE - A Hybrid Model** of virtual instruction and in-person learning - The in-person instruction capitalizes on reduced numbers of students in the building with distanced seating in classrooms for approximately half of the students in a given day or class period.
 - a. Mondays will be **online, synchronous learning for ALL students** to launch the instructional week, appropriately modified for elementary students.
 - b. Tuesdays - Fridays, we see a **rotation of “BLUE and GOLD COHORTS” of students**, who come to school on blue or gold days, and work independently, online the other days. *(We will keep siblings together in the same colored cohorts.)*
 - c. Parents who choose this model must **commit** to PHASE 1 (Through October 16) for this model. Balancing of classroom sizes is important during this time.
 - d. All in person days will be **single session days**, no lunch in school (At least through PHASE 1, October 16). Snack time will be allowed at the elementary schools. *RECESS will be addressed during the K-6 student's lunch period 25 minutes for lunch, and 20 minutes for recess. Recess has also been addressed for grades 7-8. Health and PE teachers will create a choice schedule for unstructured recess that students will be asked to complete and submit monthly. These may be themes or bingo board style choice activities for outdoors and indoors during inclement weather. Elementary K-6 SEL/Yoga time within the classroom will be in addition to the recess and PE minutes.*
 - e. Free and reduced breakfast and lunch will be served, “grab and go” style. Paid lunches can be picked up and taken home or to aftercare. Detailed locations and times tbd. [Apply for free/reduced lunch.](#)
 - f. Attendance will be monitored daily and by period, and reported as required by law.
 - g. All students will enter the buildings wearing masks or gators, with no exceptions other than for students who have this accommodation documented in their 504 plans or IEPs. Mask wearing on all school premises will be district policy, and enforced within the code of conduct. Students who repeatedly refuse to wear masks, will be sent home, and moved to the “DISTANCE COHORT.”
 - h. All students and adults entering our schools will be screened for a temperature every time they enter. This is mandatory and will become District Policy. The “non contact” temperature screenings will be conducted by District employees or first responders. Any student who registers a temperature at or above 100 degrees will go to the school nurse for follow up screening and wellness assessment.
 - i. [Champions](#) will provide before and after care until 6pm for children in school - for **blue cohorts on blue days**, and **gold cohorts on gold days**. Champions will also provide full day sessions on Mondays should enough parents request it.
 - j. Elementary Arrival Schedule - Kindergarten, 2nd and 4th grade will arrive at 8:35 am, Students in 1st, 3rd, 5th & 6th grade will arrive at 8:45 am using the assigned doors, assignments forthcoming.
 - k. Elementary Dismissal Schedule - Kindergarten, 2nd and 4th grade will be dismissed at 12:45 pm, Students in 1st, 3rd, 5th & 6th grade will be dismissed at 12:55 pm using the assigned doors, assignments Forthcoming.
 - l. **SCHOOL DAY** - *Please note the “School Day” for ALL students (blue/gold/remote) begins and ends at approximately the same time 8:45/8:55 to 3:15 pm. Part of that time is in person for hybrid students and part of that time is assigned instruction at home which includes google classroom assignments, elementary specials, silent sustained reading time, related services, additional time for PE, etc.*
2. **OPTION TWO - “DISTANCE LEARNING COHORT”** - Parents who need or want to keep their children home will have the option to do so. That option will still include the Monday online, synchronous learning for all students with their peers, and then 4 days of independent work, recorded or posted instruction/lessons, use of Google classroom for assignments, and afternoon LIVE office hours with their teachers on Tuesday - Friday.

- a. Parents who choose this model must **commit** to PHASE 1 (Through October 16) for this model. Balancing of both Cohorts is important during this time.
- b. Students who select the “**DISTANCE LEARNING COHORT**,” will be expected to check in for attendance every morning (Pre K- 6) and/or during each class period (7-12), and complete their work during regular school hours each day. This is a structured school day, NOT a flex day. Student working times are on the schedules.
- c. SCHOOL DAY - *Please note the “School Day” for ALL students (blue/gold/remote) begins and ends at approximately the same time 8:45/8:55 to 3:15 pm. Part of that time is in person for hybrid students and part of that time is assigned instruction at home which includes google classroom assignments, elementary specials, silent sustained reading time, related services, additional time for PE, etc.*
- d. Free and Reduced Lunch, and paid lunch is still available “grab and go” style, and can be picked up at the schools each day. Free and reduced lunch and breakfast students on DISTANCE LEARNING may pick up multiple meals at a time. Detailed locations and times are forthcoming. [Apply for free/reduced lunch.](#)
- e. MS/HS students who are purely virtual, and who are “present” in attendance via virtual learning platforms each day, MAY participate in afterschool programs, marching band, and/or athletics. Students who are not “present” in attendance via virtual learning platforms each day will be considered absent, and therefore ineligible to participate in extracurriculars that day.
- f. Attendance will be monitored and reported as required by law.
- g. District will meet all [state parameters](#) for full time remote learning.

ELEMENTARY Students in BLUE/GOLD COHORTS, HYBRID ROTATION instructional week:
(Revised for clarity to define the “School Day”)

Saddle Brook School District: Sample ELEMENTARY Student Schedule						
Period	Bell Schedule	SB VIRTUAL Synchronous Mondays ALL "BLUE/GOLD/DISTANCE" COHORTS	Tuesday "BLUE" IN PERSON "GOLD/DISTANCE" @ home	Wednesday "GOLD" IN PERSON "BLUE/DISTANCE" @ home	Thursday "BLUE" IN PERSON "GOLD/DISTANCE" @ home	Friday "GOLD" IN PERSON "BLUE/DISTANCE" @ home
Morning Mtg	8:35-9:05	ONLINE Attendance/SEL	Student Arrival/Attendance/SEL grades will be staggered (10 min) for arrival	Student Arrival/Attendance/SEL grades will be staggered (10 min) for arrival	Student Arrival/Attendance/SEL grades will be staggered (10 min) for arrival	Student Arrival/Attendance/SEL grades will be staggered (10 min) for arrival
	8:45 - 9:05 8:55 - 9:05	SEL	SEL/Yoga 4 Classrooms	SEL/Yoga 4 Classrooms	SEL/Yoga 4 Classrooms	SEL/Yoga 4 Classrooms
1	9:05-9:35	Word Work	In Person Instruction	In Person Instruction	In Person Instruction	In Person Instruction
2	9:35-10:05	Math	In Person Instruction	In Person Instruction	In Person Instruction	In Person Instruction
3	10:05-10:35	Read Aloud	In Person Instruction	In Person Instruction	In Person Instruction	In Person Instruction
4	10:35-11:05	Virtual Special of the Week	In Person Instruction	In Person Instruction	In Person Instruction	In Person Instruction
5	11:05-11:35	Reading	In Person Instruction	In Person Instruction	In Person Instruction	In Person Instruction
6	11:35-12:05	Sc/SS	In Person Instruction	In Person Instruction	In Person Instruction	In Person Instruction
7	12:05-12:35	Writing	In Person Instruction	In Person Instruction	In Person Instruction	In Person Instruction
8	12:35-1:05	RTI	Dismissal/SEL for Staggered grades will be staggered (10 min) for departure	Dismissal/SEL for Staggered grades will be staggered (10 min) for departure	Dismissal/SEL for Staggered grades will be staggered (10 min) for departure	Dismissal/SEL for Staggered grades will be staggered (10 min) for departure
Post-PM Dismissal	1:15-2:00	ALL Lunch/Recess	ALL Lunch/Recess	ALL Lunch/Recess	ALL Lunch/Recess	ALL Lunch/Recess

Activities & Google Meets	2:00-2:45	PE Challenge of the Week Sessions	"GOLD/DISTANCE" Cohorts GMeet with HR Teacher 2:00 - 3:15	"BLUE/DISTANCE" Cohorts GMeet with HR Teacher 2:00 - 3:15	"GOLD/DISTANCE" Cohorts GMeet with HR Teacher 2:00 - 3:15	"BLUE/DISTANCE" Cohorts GMeet with HR Teacher 2:00 - 3:15
	2:45 - 3:15	<i>Independent Google Classroom assigned Work, Silent Sustained Reading, Specials Rotation/ Services</i>	<i>BLUE Cohort - Independent Google Classroom assigned Work, Silent Sustained Reading, Specials Rotation and Services 2:00 - 3:15</i>	<i>Gold Cohort - Independent Google Classroom assigned Work, Silent Sustained Reading, Specials Rotation and Services 2:00 - 3:15</i>	<i>BLUE Cohort - Independent Google Classroom assigned Work, Silent Sustained Reading, Specials Rotation/ Services 2:00 - 3:15</i>	<i>Gold Cohort - Independent Google Classroom assigned Work, Silent Sustained Reading, Specials Rotation and Services 2:00 - 3:15</i>

ELEMENTARY "DISTANCE LEARNING COHORT" students should have a schedule like this:
(Revised for clarity to define the "School Day")

Saddle Brook School District: Sample ELEMENTARY "DISTANCE LEARNING COHORTS" Student Schedule			
Period	Bell Schedule	SB VIRTUAL Synchronous(LIVE) Mondays ALL "BLUE/GOLD/DISTANCE" COHORTS	Tuesday - Friday "DISTANCE Cohort" @ home
Morning Mtg	8:35-9:05	Attendance/SEL	Attendance
1	9:05-9:35	Word Work	Independent Google Classroom assigned Work, Silent Sustained Reading, Daily Specials Rotation and Services
2	9:35-10:05	Math	Independent Google Classroom assigned Work, Silent Sustained Reading, Daily Specials Rotation and Services
3	10:05-10:35	Read Aloud	Independent Google Classroom assigned Work, Silent Sustained Reading, Daily Specials Rotation and Services
4	10:35-11:05	Virtual Special of the Week	Independent Google Classroom assigned Work, Silent Sustained Reading, Daily Specials Rotation and Services
5	11:05-11:35	Reading	Independent Google Classroom assigned Work, Silent Sustained Reading, Daily Specials Rotation and Services
6	11:35-12:05	Sc/SS	Independent Google Classroom assigned Work, Silent Sustained Reading, Daily Specials Rotation and Services
7	12:05-12:35	Writing	Independent Google Classroom assigned Work, Silent Sustained Reading, Daily Specials Rotation and Services
8	12:35-1:05	RTI	Independent Google Classroom assigned Work, Silent Sustained Reading, Daily Specials Rotation and Services

Post-PM Dismissal Activities	1:15-2:00	ALL Lunch	Student Lunch/Recess
	2:00-2:45	PE Challenge of the Week Sessions	LIVE Google Meets 2:00 - 3:15 w/HR Teacher
	2:45 - 3:15	Independent Google Classroom Assigned Work or Special Rotation/Services	

Middle and High School - Synchronous Mondays are LIVE and in REAL Time from 8:15 until 12:23, with independent work until 3:00 PM, and will resemble this chart below. All students, “BLUE COHORTS,” “GOLD COHORTS” and “DISTANCE LEARNING COHORTS” will ALL be together, virtually, with their teachers to launch the instructional week on Mondays.

Period	Bell Schedule	SB Synchronous Mondays ALL STUDENTS
	8:00 - 8:15	BREAKFAST
1	8:15 - 8:41	Period 1 (possibly ELA)
2	8:46 - 9:12	Period 2 (possibly math)
3	9:17- 9:43	Period 3 (possibly elective)
4	9:48- 10:14	Period 4 (lunch not served - SEL/Wellness/Guidance/Music)
5	10:19- 10:45	Period 5 (possibly SS)
6	10:50- 11:16	Period 6 (possibly Sci)
7	11:21- 11:47	Period 7 (possibly PE/H)
8	11:52- 12:18	Period 8 (possibly WL)
Post-PM Dismissal Activities	12:25 - 1:20	MS/HS Student Lunch & <i>Middle School Recess</i>
	1:20 - 1:45	Independent Work
	1:45 - 2:10	Independent Work
	2:10 - 2:35	Independent Work
	2:35 - 3:00	Independent Work

Middle/High School Students in the “BLUE/GOLD COHORTS” on IN PERSON DAYS might follow a schedule like this:

Saddle Brook School MS/HS: STUDENT Sample Schedule - IN PERSON DAYS					
Period	Bell Schedule	Tuesday(BLUE cohort) IN PERSON LEARNING	Wednesday(GOLD cohort) IN PERSON LEARNING	Thursday(BLUE cohort) IN PERSON LEARNING	Friday(GOLD cohort) IN PERSON LEARNING
Arrival/HR	8:00 - 8:15	Homeroom(in Period 1classroom)	Homeroom(in Period 1classroom)	Homeroom(in Period 8 classroom)	Homeroom(in Period 8 classroom)
1/8	8:15 - 9:12	Period 1 - IN PERSON	Period 1 - IN PERSON	Period 8 - IN PERSON	Period 8 - IN PERSON

2/7	9:17- 10:14	Period 2 - IN PERSON	Period 2 - IN PERSON	Period 7 - IN PERSON	Period 7 - IN PERSON
3/6	10:19- 11:16	Period 3 - IN PERSON	Period 3 - IN PERSON	Period 6 - IN PERSON	Period 6 - IN PERSON
4/5	11:21- 12:18	Period 4 - IN PERSON	Period 4 - IN PERSON	Period 5 - IN PERSON	Period 5 - IN PERSON
	12:18 - 12:25	Staggered Dismissal	Staggered Dismissal	Staggered Dismissal	Staggered Dismissal
Post dismissal Activities	12:25 - 1:20	LUNCH - then afternoons for music lessons/independent work to prepare for tomorrow	LUNCH - then afternoons for music lessons/independent work to prepare for tomorrow	LUNCH - then afternoons for music lessons/independent work to prepare for tomorrow	LUNCH - then afternoons for music lessons/independent work to prepare for tomorrow
	1:20 - 1:45	GOLD GMEET TIME w/teacher scheduled office hours period 1	BLUE GMEET TIME w/teacher scheduled office hours period 1	GOLD GMEET TIME w/teacher scheduled office hours period 8	BLUE GMEET TIME w/teacher scheduled office hours period 8
	1:45 - 2:10	GOLD GMEET TIME w/teacher scheduled office hours period 2	BLUE GMEET TIME w/teacher scheduled office hours period 2	GOLD GMEET TIME w/teacher scheduled office hours period 7	BLUE GMEET TIME w/teacher scheduled office hours period 7
	2:10 - 2:35	GOLD GMEET TIME w/teacher scheduled office hours period 3	BLUE GMEET TIME w/teacher scheduled office hours period 3	GOLD GMEET TIME w/teacher scheduled office hours period 6	BLUE GMEET TIME w/teacher scheduled office hours period 6
	2:35 - 3:00	GOLD GMEET TIME w/teacher scheduled office hours period 4	BLUE GMEET TIME w/teacher scheduled office hours period 4	GOLD GMEET TIME w/teacher scheduled office hours period 5	BLUE GMEET TIME w/teacher scheduled office hours period 5

MS/HS: For alternating “BLUE/GOLD COHORT” days when working from HOME, AND for the “DISTANCE LEARNING COHORT” working from HOME, the schedule will resemble this Thursday - Friday:

(Revised for clarity of at home expectations for students)

Saddle Brook School MS/HS: Sample Schedule "HOME LEARNING STUDENTS" and "DISTANCE LEARNING COHORT"					
<i>(ALL STUDENTS WORK A FULL SCHOOL DAY FROM 8:15 am - 3:00PM every day)</i>					
Period	Bell Schedule	Tuesday GOLD "HOME" and "DISTANCE" LEARNING COHORTS	Wednesday BLUE "HOME" and "DISTANCE" LEARNING COHORTS	Thursday GOLD "HOME" and "DISTANCE" LEARNING COHORTS	Friday BLUE "HOME" and "DISTANCE" LEARNING COHORTS
READY	8:00 - 8:15	Student Breakfast	Student Breakfast	Student Breakfast	Student Breakfast
1/8	8:15 - 9:12	Period 1 - Attendance and Independent G Classwork	Period 1 - Attendance and Independent G Classwork	Period 8 - Attendance and Independent G Classwork	Period 8 - Attendance and Independent G Classwork

2/7	9:17- 10:14	Period 2 - Attendance and Independent G Classwork	Period 2 - Attendance and Independent G Classwork	Period 7 - Attendance and Independent G Classwork	Period 7 - Attendance and Independent G Classwork
3/6	10:19- 11:16	Period 3 - Attendance and Independent G Classwork	Period 3 - Attendance and Independent G Classwork	Period 6 - Attendance and Independent G Classwork	Period 6 - Attendance and Independent G Classwork
4/5	11:21- 12:18	Period 4 - Attendance and Independent G Classwork	Period 4 - Attendance and Independent G Classwork	Period 5 - Attendance and Independent G Classwork	Period 5 - Attendance and Independent G Classwork
GOOGLE MEET TIME	12:25 - 1:20	LUNCH	LUNCH	LUNCH	LUNCH
	1:20 - 1:45	GOLD GMEET TIME w/teacher scheduled office hours period 1	BLUE GMEET TIME w/teacher scheduled office hours period 1	GOLD GMEET TIME w/teacher scheduled office hours period 8	BLUE GMEET TIME w/teacher scheduled office hours period 8
	1:45 - 2:10	GOLD GMEET TIME w/teacher scheduled office hours period 2	BLUE GMEET TIME w/teacher scheduled office hours period 2	GOLD GMEET TIME w/teacher scheduled office hours period 7	BLUE GMEET TIME w/teacher scheduled office hours period 7
	2:10 - 2:35	GOLD GMEET TIME w/teacher scheduled office hours period 3	BLUE GMEET TIME w/teacher scheduled office hours period 3	GOLD GMEET TIME w/teacher scheduled office hours period 6	BLUE GMEET TIME w/teacher scheduled office hours period 6
	2:35 - 3:00	GOLD GMEET TIME w/teacher scheduled office hours period 4	BLUE GMEET TIME w/teacher scheduled office hours period 4	GOLD GMEET TIME w/teacher scheduled office hours period 5	BLUE GMEET TIME w/teacher scheduled office hours period 5

RATIONALE for SCHEDULING:

The decision to modify the schedule to a rotating, four hour day was not made lightly. We feel it balances the need to get the students back in school to receive high quality, in person instruction, while addressing the health and safety concerns of our faculty, staff and students by **reducing attendance** in the buildings. It will **minimize higher risk exposure moments** like passing time, lunch and recess. The early dismissal will also offer much needed **additional time to sanitize school buildings on a daily basis**. Finally, this allows our teachers the **time necessary to meet the needs of the students who are on remote instruction**.

GENERAL Education and SPECIAL Education CIRCUMSTANCES:

Our proposed schedule for the reopening of school WILL address our students with 504s, IEPs, I&RS Plans, in ELL, G&T, RTI and Basic Skills programs. The state of NJ has not relieved us of any of our obligations to the students in these areas. Please note that some of our students, based on their academic programming, IEPs and the nature of their services/supports, may have different or modified schedules, more in person class time or less. School counselors, principals, case managers/CST teams will address the needs of each child more specifically.

WHAT WILL WE DO IF PEOPLE GET SICK?

We are prepared should we need to enter the **RED ZONE**:

1. If **One class or group** is sent home due to a limited Covid outbreak (14 days minimum), we would direct the associated faculty/staff and students to follow the DISTANCE LEARNING COHORT for a period of Quarantine. The teacher would shift to online teaching (barring personal illness) and a sub would be provided for any in person students in other sections remaining.
2. If the **District closes** and shifts to a fully virtual learning environment due to a larger Covid outbreak, we will provide a district wide REMOTE LEARNING Schedule for a defined period of Quarantine (14

day minimum). Should that happen, the VIRTUAL SYNCHRONOUS LEARNING MONDAYS will also occur on Tuesday and Thursdays. Independent Days will be Wednesdays and Fridays.

Reducing the number of students in any given indoor space, to maintain social distancing, as well as meeting the needs of all students who choose to stay home, or must stay home for health related reasons, **requires significant logistical planning, and strict adherence to the schedule. As a result, parents need to decide if children will be distance learners for PHASE 1 (through October 16), or participate in our hybrid learning environment.** Older students may be able to participate in that decision making should parents find that appropriate. This decision needs to be made as quickly as possible but not later than August 10, 2020, so that we can plan to support all of our students and their individual needs. We also need time to address the complex staffing necessary to support our learners.

The core elements of this guidance include:

- *Universal eligibility:* All students, including students who receive special education or related services, are eligible for full time remote learning if their parent or guardian chooses.
- *Policies and procedures:* Policies and procedures will guide families who want full time remote learning for their children, including procedures for students in full time remote learning to transition back to in-person services.
- *Communications:* Upon publication of this Plan, families will be required to commit to a hybrid program (combination of in-person and remote learning) or all-remote learning.
- *Quality of programming:* Students participating in all-remote instruction will receive the same quality of instruction that is provided to any other student. In addition, full time remote learning will adhere to the same policies and regulations that in-person and hybrid programs follow regarding student attendance and the length of the school day.
- *Data reporting:* Saddle Brook School District will report data to the NJ Department of Education about student participation in these programs to help the Department evaluate fulltime remote learning.

Appendix O

Staffing

The following locally developed protocols address 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.:

During the initial planning phase, a survey was disseminated to all faculty and staff to gather information pertaining to the unique needs of each staff member, such as access to technology, professional learning needs to support combined in-person instruction and remote learning, and recommendations for consideration by the district. Staffing schedules and assignments for the reopening of schools were made in compliance with all applicable employment laws including, but not limited to, ADA and HIPPA, and all applicable State laws.

Mentoring Guidance for COVID-19

Nontenured *novice* provisional teachers who hold a Certificate of Eligibility (CE) or Certificate of Eligibility with Advanced Standing (CEAS) must receive one-to-one mentoring.

Requirement Reminders

- *N.J.A.C. 6A:9C-5.1* requires novice provisional teachers to receive the equivalent of at least 30 total weeks of mentoring.
- CE holders must receive at least eight weeks of one-to-one meetings with their mentors.
- CEAS holders must receive at least four weeks of one-to-one meetings with their mentors.

Flexibilities

- Based on the novice teacher's level of preparedness and the degree of support provided during the Spring 2020 school closure, districts may determine that when schools reopen, some mentees will need mentoring beyond the minimum requirement.

Guidance

- Mentors should continue to provide guidance and support when schools reopen due to COVID-19. Mentoring may take place virtually and may include regular one-to-one contact, mentoring observations, feedback, and analyzing student data. As always, mentoring observations should remain confidential and non-evaluative.

Educator Evaluation

In developing SY 20-21 PDPs, the following requirements should still be adhered to:

- Teachers:
 - One goal can be a continuation of a 2019-20 goal linked to results from individual performance evaluations from SY 2018-19 or derived from SY 2019-20 observations completed prior to building closures.
 - One goal linked to SY 2020-21 district, school, team or individual goals.
- School Leaders:
 - One goal can be a continuation of a 2019-20 goal linked to results from individual performance evaluations from SY 18-19 results or derived from SY 19-20 observations completed prior to building closures.
 - Address SY 20-21 specific individual, school, or school district goals.
- Individual PDPs for educators must be updated annually no later than October 31.

EdTPA Guidance

The [Updated EdTPA guidance](#) provides a description of the NJDOE's temporary waiver of the teacher certification performance assessment (edTPA) requirement due to the logistical constraints posed by the COVID-19 state of emergency.

In-Person and Hybrid learning Environments: Roles and Responsibilities

Each school has identified chief roles and responsibilities of staff to support in-person and hybrid learning environments, including the monitoring of student movement, hallway traffic, and implementation of health and safety protocols. Instructional and non-instructional staff schedules include designated time to support school building logistics required to maintain health and safety requirements.

The faculty, staff and parents were surveyed on their professional development needs. The Technology Department members, the Director of Curriculum and The District Data Coordinator and/Ed tech Specialists, as well as some faculty and staff will be offering a variety of supports and professional opportunities related to technology assistance and training for students, parents and faculty throughout the summer, and at the beginning of and throughout the school year. They will address Google Classroom usage, Genesis Student Information Systems, Becoming a Certified Google Educator, as well as a variety of refresher courses for faculty and staff as well as new members on all district platforms and educational programming, benchmark assessments, remediation tools, online access to district resources, etc.

New faculty and staff members will all be mentored and trained as per the state guidelines. All meetings will be virtual and/or distanced.

Educator Roles Related to School Technology Needs

The district has three professionals with strong technology backgrounds and the capacity to support our faculty and staff as well as provide professional development in the educational technology: Sonya Otero, Michael Maher and Toni Violetti.

Needs assessment: Families have been surveyed for technology needs. All families who borrowed devices during the spring shut down are still in possession of those devices. Our focus is to ensure we equip each child with his or her own device to use. That work is being done at present, with the goal being to address all needs before August 21. To be fully prepared to meet the needs of all students on remote instruction and also the students who are on the home rotation days, with individual devices for school work, AND for the potential delivery of virtual instruction in the event of a partial or complete shut down for reasons of community health, the technology department will routinely test and support the District network and systems. Technology does NOT have Chromebooks configured with built in Wi-Fi hotspots for home use by students who do not have at-home internet or a technology device. Saddle Brook technology department is working to support families without Wi-Fi access to secure free options.

Parent and student training, acceptable use policies and technology contracts, insurance plans, distribution and repair of devices is all being addressed.

Students with special needs are provided technology as per their IEPs, and assistive technology as well as chromebooks are available to them through the technology department.

The FCC and ESH recommend at least 4.5 Mbps (Megabits per second) per student. The district is currently at approximately 50 Mbps per classroom. Since we are not currently offering a one-to-one, program, that is sufficient. As the one-to-one program rolls in for grades 9 and 10 classrooms will be updating access.

The District is prepared to loan a given number of Chromebooks configured for at-home use with built-in Wi-Fi connectivity, along with a charger. The District has launched a District-wide survey and technology loaner contract. A parent's signature will acknowledge agreement with all components identified in the form.

Students need individual access to a device to be successful in the hybrid (at home portion) or distance learning environments. The district has already provided families with more than 400 devices during the COVID shut down. We instructed families to keep those devices for the summer work. Students will continue to need them as we move forward with the 20-21 school year. **ALL students will be working synchronously on Mondays.** Multiple students in the same home who are “distance learners” must be individually accountable during the school day, and therefore cannot share devices. Families with additional needs for technology, have been directed to contact Mmaher@sbpsnj.org for technology requests. The District has developed a contract for borrowing equipment, and established pick up dates and times. We will be launching an insurance plan for our devices towards the end of the summer, to protect parents from costly repairs should the devices get damaged.

However, we know too much technology is not good for our children. When the students are in person, we will focus on learning in the traditional methods, to minimize screen time, tech neck, eye strain, and to promote eye contact and human interaction (at a distance, of course). Whenever possible, we will not be having students sharing devices or supplies in the classrooms.

The email HELPDESK accounts for tech support for students and their families are: mmaher@sbpsnj.org or pmcgee@sbpsnj.org

Staff should continue to use the Helpdesk system for support with technology now and after we return to school.

Saddle Brook Public School District Chromebook Loaner Form (sample)

Remote Instruction - Technology Contract - 2020

YOU MUST COMPLETE THIS CONTRACT TO RECEIVE A DISTRICT DEVICE. If you DO NOT NEED a district device for your children to work at home, please do not complete this contract.

This contract MUST be signed by an adult parent or guardian on behalf of the Saddle Brook student for whom this agreement is being made. Please indicate you are the adult parent or guardian for the Saddle Brook student(s) in need of a district Chromebook. Type your full legal name here: _____

*What are the names of your Saddle Brook student(s) in need of a district Chromebook(s) for school work?
What grade are they in?
Which school do they attend?
Do they attend an out of District school?*

This contract is subject to guidelines found in ALL BOE Policies and regulations inclusive of and specific to BOE Policy 2361 Acceptable use of Technology and Computers; BOE Policy 9242 Use of Electronic Signatures; and 7523 School District Provided Technology to Pupils. Policies are available on the district website.

Type your full legal name here to indicate understanding: _____

You are receiving this device contract because you requested 1 or more Chromebooks for home use during the COVID-19 school closure. Chromebooks are expected to be returned upon request from the District. Please treat our devices with care during this time. These devices are for Saddle Brook School use during the period of Homebound Instruction Only. Please select the checkbox below to indicate your agreement. ___ agree

The replacement value of Chromebooks is approximately \$275. Should you or your student(s) lose the device(s) or damage it(them) beyond repair, you, the responsible adult signing this contract, will be responsible for the full replacement amount. Please select the checkbox below to indicate your acknowledgement. _____ agree

Please provide us with a cell phone number where we can contact you. If you do not have a cell phone, we need a phone number to be able to get in touch with you. _____

Appendix P

Athletics

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

High School Fall Sports Conditioning will begin August 3. The [NJSIAA](#) and [updates to state guidelines](#) will guide the way we roll out our athletics program. Mr. Ianneillo, Supervisor of PE/Health and Athletics will communicate that information through coaches and sports parents. As of this letter, we are moving forward with marching band outdoor practice mid-August. Mr. Ortega will follow up with schedule and details. We are hoping to be able to run all of our clubs via virtual format until further notice. Principals and/or the club advisors will address that as meetings are established. Be sure to pay close attention to school announcements.

- All coaches will have to complete NFHS training before any activities can be supervised on the school campus.
- No buckets of water or Gatorade will be provided. Only cases of water will be available.
- Student Athletes will be allowed and expected to bring their own hydration.
- Coaches will be trained in the following:
 - NFHS Concussion
 - NFHS Heat
 - CPR/AED
 - COVID Class
 - Basic First Aid
 - Covid expectations
 - Temperature taking
 - Sanitization of equipment
 - District policies
 - Transportation
 - Updated District Emergency Policy
- Updated Health History Form is available on the Saddle Brook District Athletics page website.
- Social distancing must be adhered to on campuses at all times.
- Practice times will be staggered.
- Protocol for issues with symptoms, family members affected.
- No sharing of athletic equipment.
- Student athletes will be expected to take all equipment home as well as clothes.
- Access to fields will be limited at all times.
- There will be no handshakes before, during or after a game.
- Gloves will be provided for officials at each event – regular season contests.
- Gloves will be available for coaches – regular season contests.
- Thermometers will be available for all coaches each season. This will be done in accordance with the ATC.
- Sanitization stations will be in place.
- New NJSIAA guidelines – September 14 start for all mandatory practices.
- New NJSIAA start dates for games/matches/competitions.
- [NJSIAA Covid Updates](#)
- [NJSIAA FALL SPORTS](#) Statement
- Forms must be completed by all student athletes.

Required Paperwork

- [Forms](#)

- [COVID Questionnaire](#)
- [COVID Daily Pre-Screening Questionnaire](#)

Useful Links

Conditions for Learning

Section	Resource
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President's Plan for Opening American Up Again Childcare, Schools, and Youth Programs People Who Are at Increased Risk for Severe Illness Considerations for Schools Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance When and How to Wash Your Hands
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana What Bus Transit Operators Need to Know About COVID-19
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster) Handwashing (Printable Posters)
Critical Area of Operation #5	Communicable Disease Service COVID-19: Information for Schools Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19 Guidance for Child Care Programs that Remain Open General Business Frequently Asked Questions
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)

Social Emotional Learning and School Climate and Culture	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
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines RTI Action Network The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS
Wraparound Supports	SHAPE Child Care Resource and Referral Agencies Coronavirus Resources for Mentoring
Food Service and Distribution	Benefits of School Lunch
Quality Child Care	Child Care Resource and Referral Agencies Division of Early Childhood Education

Leadership and Planning

Scheduling	New Jersey Specific Guidance for Schools and Districts
Staffing	Mentoring Guidance for COVID-19 Closures Educator Evaluation During Extended School Closure as a Result of COVID-19 Performance Assessment Requirement for Certification COVID-19 Guidance Educator Preparation Programs and Certification
Athletics	Executive Order No. 149 NJSIAA COVID-19 Updates NJSIAA provides return-to-play guidelines – Phase 1 Guidance for Opening up High School Athletics and Activities

Policy and Funding

Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund NJDOE EWEG
FEMA – Public Assistance	Request for Public Assistance (RPA) Process
Purchasing	New Jersey School Directory NJSTART

	Division of Local Government Services Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance
Costs and Contracting	E-rate Technology for Education and Career (NJSBA TEC)

Continuity of Learning

Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond
Curriculum, Instruction, and Assessment	Learning Acceleration Guide Mathematics: Focus by Grade Level Teacher Resources for Remote Instruction NJDOE Virtual Professional Learning
Professional Learning	Distance Learning Resource Center
Career and Technical Education (CTE)	Communicable Disease Service Considerations for Schools