Transitioning to Reopen All Harrison Public Schools
Restart and Recovery Plan

HARRISON BOARD OF EDUCATION
Fall 2020
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Introduction

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

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

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

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

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

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

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
RESTART & RECOVERY PLAN

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

The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by Executive Order of the Governor of New Jersey and are subject to change.
THE BOARD OF EDUCATION’S RESTART AND RECOVERY PLAN

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

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

A. Conditions for Learning

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

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

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

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

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

Ten Critical Areas of Operation

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

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

   (a) School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.

   (b) School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.

   (c) The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.

   (d) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.
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 30 or higher);

(v) Diabetes;

(vi) Chronic kidney disease undergoing dialysis;

(vii) Liver disease;

(viii) Medically fragile students with Individualized Education Programs (IEPs);

(ix) Students with complex disabilities with IEPs; or

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

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

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

(1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at
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) Face coverings are required for students, staff, and visitors even when social distancing is maintained.

(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 must still be worn.

(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).
RESTART & RECOVERY PLAN

(b) At entrances and exits of buildings.

(c) Near lunchrooms and toilets.

(d) Children ages five and younger should be supervised when using hand sanitizer.

(e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

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

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

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

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

(1) If the school district is providing transportation services on a school bus, everyone on the bus must wear a face covering even if social distancing can be maintained.

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

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

[See Appendix C – Critical Area of Operation #3 – Transportation]
d. Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas – Anticipated Minimum Standards Incorporated into the Plan

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

(2) Face coverings are required to be worn while in line to enter or exit a building, even if physical distancing (six feet apart) can be maintained.

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

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

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

(1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:

(a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.

(b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.

(c) Results must be documented when signs/symptoms of COVID-19 are observed.
(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 required to wear face coverings 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]

f. Critical Area of Operation #6 – Contact Tracing

(1) The NJDOE Guidance does not include any “anticipated minimum standards” for contact tracing. However, all school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the Superintendent or designee should be provided information regarding the role of contact tracing conducted by State, county, and local officials.

(2) School officials should engage the expertise of their school nurses on the importance of contact tracing.

(3) The NJDOE will credit certified School Safety Specialists with three hours of training upon completion of Johns Hopkins University's COVID-19 Contact Tracing course.

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

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

(1) School officials must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.
The Board’s Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:

(a) A schedule for increased routine cleaning and disinfection.

(b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. doorknobs, light switches, classroom sink handles, countertops).

(c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.

(d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:

(i) Classroom desks and chairs;

(ii) Lunchroom tables and chairs;

(iii) Door handles and push plates;

(iv) Handrails;

(v) Kitchens and bathrooms;

(vi) Light switches;

(vii) Handles on equipment (e.g. athletic equipment);

(viii) Buttons on vending machines and elevators;

(ix) Shared telephones;
(x) Shared desktops;
(xi) Shared computer keyboards and mice;
(xii) Drinking fountains; and
(xiii) School bus seats and windows.

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

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

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

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

(a) Stagger times to allow for social distancing and clean and disinfect between groups.

(b) Discontinue family style, self-service, and buffet.

(c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.

(d) Space students at least six feet apart.

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

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

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

(1) The Board’s Plan regarding recess and physical education should include protocols to address the following:
(a) Stagger recess, if necessary.

(b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.

(c) The use of cones, flags, tape, or other signs to create boundaries between groups.

(d) A requirement that all individuals always wash hands immediately after outdoor playtime.

(e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.

(f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).

(g) Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.

(i) If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.

(ii) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.

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

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

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

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

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

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

2. Academic, Social, and Behavioral Supports

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

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
restart & recovery plan

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

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

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

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

___ Not Being Utilized  
___ Being Developed by School Officials  
X__ Currently Being Utilized

In addition to the programs and activities already in place, training will be provided to all school counselors, SBYSP, nurses, and all Child Study Team members in areas of SEL in collaboration with the Hudson County Consortium for Social Emotional Learning.

b. Multi-Tiered Systems of Support (MTSS)

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

___ Not Being Utilized  
___ Being Developed by School Officials  
X__ Currently Being Utilized

Each school building has its own Response to Intervention Team that assists staff in coordinating interventions for students and their families in the areas of academic, behavioral, and social emotions support.
c. **Wraparound Supports**

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

___ Not Being Utilized

___ Being Developed by School Officials

X__ Currently Being Utilized

*The district Child Study Teams continues to reach out to students who may be at risk, and will provide in-person contact upon school reopening. The district also uses in-house to identify students who may be at risk to themselves or others through email notifications and ‘flags’. Procedures are in place to ensure any student who may be in danger is contacted as soon as possible with 24 hours. Additionally, high school students have the availability of counselors through our SBYS program.*

d. **Food Service and Distribution**

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

___ Not Being Utilized

___ Being Developed by School Officials

X__ Currently Being Utilized

*The district provides daily breakfast in classrooms and a Grab & Go lunch for all school aged children aged 18 and under, Monday through Friday. We will continue to provide meals in the 2020-2021 school year in accordance with state guidelines.*
e. Quality Child Care

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

___ Not Being Utilized
___ Being Developed by School Officials
X___ Currently Being Utilized

The district’s local child care centers are available to provide before and after school childcare services at all elementary schools.

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

a. A Restart Committee should be established as collaboration is critical to the development of the Board’s Plan.

b. The Restart Committee should include school district and school-level administrators, members of the local Board of Education or Charter School Board of Trustees, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.
c. The Restart Committee should work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the district Plan. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board’s Plan.

d. The Restart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.

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

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

a. School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.

b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.

c. Members of the school teams should include a cross section of administrators, teachers, staff, and parents.

d. Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.

e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.

f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:

(1) School Principal or Lead Person;

(2) Teachers;
The Pandemic Response Team is responsible for:

1. Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.

2. Adjusting or amending school health and safety protocols as needed.

3. Providing staff with needed support and training.

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

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

6. Providing necessary communications to the school community and to the school district.

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

h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.
3. Scheduling

   a. The Board’s Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.

   b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.

      (1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.

      (2) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.

   c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.

      (1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

      (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health
issues which are exacerbated by viewing content on screens for an extended period.

d. The school district should accommodate educators teaching hybrid/in-person 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:

(1) Provide teachers common planning time.

(2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.

(a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.

(b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.

(3) Secure a steady supply of resources necessary to ensure the safety of students and staff.

(4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.

(5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.

e. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board’s Plan.

[See Appendix N – Scheduling of Students]
4. Staffing
   a. The school district should consider access and equity for all staff to ensure continuity of student learning. The Board’s Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.

   b. When making staffing, scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.

   c. The Board’s Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.

   d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.

   e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:

      (1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.

      (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals
(VPs), and Other Certificated Staff for School Year (SY)
2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).

(3) Certification

(a) Performance Assessment (edTPA) Guidance
Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.

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

[See Appendix O – Staffing]

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

In a hybrid/in-person learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.

b. Instructional staff should:

(1) Reinforce social distancing protocol with students and co-teacher or support staff.

(2) Limit group interactions to maintain safety.

(3) Support school building safety logistics (entering, exiting, restrooms, etc.).

(4) Become familiar with district online protocols and platforms.
(5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both hybrid/in-person learning environments.

(6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.

(7) Provide regular feedback to students and families on expectations and progress.

(8) Set clear expectations for remote and in-person students.

(9) Assess student progress early and often and adjust instruction and/or methodology accordingly.

(10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).

(11) Instruct and maintain good practice in digital citizenship for all students and staff.

(12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.

(13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid/in-person environments.

(14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).

(15) Limiting on-line activities for pre-school students.

c. Mentor teachers should:

(1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
(2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.

(3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.

(4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.

(5) Continue to maintain logs of mentoring contact.

(6) Mentor teachers should consider all health and safety measures when doing in-person observations.

(7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.

(8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.

**d. Administrators** - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:

(1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.

(2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.

(3) Prioritize vulnerable student groups for face-to-face instruction.

(4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.

(5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
(6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.

(7) Define and provide examples of high-quality instruction given context and resources available.

(8) Assess teacher, student, and parent needs regularly.

(9) Ensure students and parents receive necessary supports to ensure access to instruction.


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

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

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

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

(15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid/in-person and remote learning models.

(16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid/in-person and remote learning models.
(17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

(18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.

e. Educational services staff members should:

(1) Lead small group instruction in a virtual environment.

(2) Facilitate the virtual component of synchronous online interactions.

(3) Manage an online platform for small groups of in-person students while the teacher is remote.

(4) Assist with the development and implementation of adjusted schedules.

(5) Plan for the completion of course requests and scheduling (secondary school).

(6) Assist teachers with providing updates to students and families.

(7) Support embedding of SEL into lessons.

(8) Lead small group instruction to ensure social distancing.

(9) Consider student grouping to maintain single classroom cohorts.

(10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

f. Support staff/paraprofessionals may:

(1) Lead small group instruction to ensure social distancing.

(2) Consider student grouping to maintain single classroom cohorts.
(3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

(4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.

(5) Provide real-time support during virtual sessions.

(6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.

(7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.

(8) Lead small group instruction in a virtual environment.

(9) Facilitate the virtual component of synchronous online interactions.

(10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

g. Substitutes

(1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.

(2) Develop roles and responsibilities for substitute teachers in both virtual and hybrid/in-person settings.

(3) Designate substitutes to a single school building or grade level to avoid too much movement between schools.

(4) Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist. [See Appendix O – Staffing]
6. Educator Roles Related to School Technology Needs

a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:

(1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.

(2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).

(3) To the extent possible, provide district one-to-one instructional devices and connectivity.

(4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).

b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:

(1) Train student teachers to use technology platforms.

(2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.

(3) Survey assistant teachers to determine technology needs/access (Pre-school).

(4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

c. Student teachers should:

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

Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:

(1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.

(2) Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).

(3) Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of
the school building. Utilizing community volunteer
support that will interact directly with students may require criminal history background checks.

(4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid/in-person structures.

(5) 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]

C. Policy and Funding

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

1. School Funding

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

   (1) Elementary and Secondary School Emergency Relief Fund;

   (2) Federal Emergency Management Agency – Public Assistance; and

   (3) State School Aid.
b. School District Budgets

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

c. School Funding

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

(1) Purchasing

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

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

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

(3) Costs and Contracting

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

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

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

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

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

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

   a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.

   b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.

   c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:
(1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.

(2) IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.

(3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.

(4) IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.

(5) The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.

(6) Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.

2. Technology and Connectivity

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

b. Districts should:
(1) Conduct a needs assessment.

(2) Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.

(3) Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.

(4) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.

(a) If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This should include the steps the district has 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/in-person environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSL).

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/in-person Learning Environment

(1) Curriculum

(a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.

(b) To accelerate students’ progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be
addressed.

(c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

(2) Instruction

(a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.

(b) In crafting an instructional plan, the school district should consider the following:

(i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid/in-person approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.

(ii) Design for student engagement and foster student ownership of learning.

(iii) Develop students’ meta-cognition.

(iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid/in-person instruction.

(v) Assess the district’s data on how ELLs experienced instruction during remote or hybrid/in-person learning; particularly for newcomer students and students with lower English language proficiency levels.

(vi) Assess ELLs’ levels of engagement and access in a
virtual or hybrid/in-person learning environment.

(3) Assessment

(a) For the purpose of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.

(b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.

(c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.

(d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid/in-person learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.

(e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.

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

4. Professional Learning

a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.

b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and
academic needs of all students.

c. Professional learning opportunities should be:

(1) Presented prior to the beginning of the year;

(2) Presented throughout the school year;

(3) Presented in order to grow each educator’s professional capacity to deliver developmentally appropriate, standards-based instruction remotely;

(4) Presented to include the input and collaboration of stakeholders, including all staff, parents, and community members; and

(5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.

d. Mentoring and Induction

(1) Induction must be provided for all novice provisional teachers and teachers new to the district.

(2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.

(3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.

(4) Mentoring must be provided in both a hybrid/in-person and fully remote learning environment.
5. Career and Technical Education (CTE)

a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.

b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.

c. Guiding Principles

(1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.

(2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.
d. Quality CTE Programs

(1) When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of NJSLS, CTE Core Content Standards, industry certifications, college credit agreements, etc.

(2) During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.

e. Work-Based Learning

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

f. Career Advisement and Development

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

Restart and Recovery Plan
to Reopen Schools

HARRISON
Board of Education

Fall 2020
Appendix A

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

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

A. Protocol for High Risk Staff Members

High Risk Staff members:

- Will be ensured mechanisms to secure PPE prior to opening and maintenance of ongoing supplies, in accordance with their specific PPE needs pursuant to the requirements of their position/duties.
- Will be provided considerations for the need for additional cleaning to ensure continuous disinfecting of classrooms and therapy rooms that the employee will utilize during the performance of their duties.
- Will be provided considerations for the need for heightened monitoring and frequent hand washing.

Reasonable accommodations will be provided for individuals that the Center for Disease Control 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:

- Chronic lung disease or asthma (moderate to severe)
- Serious heart conditions
- Immunocompromised
- Severe obesity (body mass index, or BMI, of 30 or higher)
- Diabetes
- Chronic kidney disease undergoing dialysis
- Liver disease

Accommodations will be made on an individual basis in conjunction with consultation from health care professionals, which may include the staff member's primary physician and the School district physician. Depending upon individual circumstances and particular diagnosis, a staff member may or may not have the ability to continue employment as a virtual distance learning instructor, or other remote employment title, in accordance with a staff member's employment duties/responsibilities.

B. Protocol for High Risk Students
Students identified as medically fragile students and/or students with complex disabilities will be provided the following:

- Mechanisms to secure PPE prior to opening and maintenance of ongoing supplies.
- Consideration of the need for additional cleaning 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.
- Consideration of the need for heightened monitoring and frequent handwashing which will often require hand-over-hand assistance.

Reasonable accommodations will be provided for individuals that the Centers for Disease Control identifies as having a higher risk for severe illness from COVID-19, including individuals with disabilities or serious underlying medical conditions, which may include:

- Chronic lung disease or asthma (moderate to severe)
- Serious heart conditions
- Immunocompromised
- Severe obesity (body mass index, or BMI, of 30 or higher)
- Diabetes
- Chronic kidney disease undergoing dialysis
- Liver disease
- Medically fragile students with Individualized Education Programs (IEPs)
- Students with complex disabilities with Individualized Education Programs (IEPs)
- Students who require accommodations in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

Outreach to the parents or guardians of all students identified as medically fragile and/or students with complex disabilities will be performed by the school nurse to coordinate all aspects of the students medical care and treatment as well as development, and coordination, with other appropriate disciplines (CST, Therapist, Teacher, etc.), for the implementation of needed accommodations.

Accommodations will be made on an individual basis in conjunction with consultation/orders from health care professionals, which will include the student's primary physician. Depending upon the individual circumstances and particular diagnosis, a student may have the option to attend remote learning for a length of time specified by their Primary physician and/or a length of time requested by parent or guardian.
Appendix B

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

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

a. Social Distancing in Instructional and Non-Instructional Rooms
b. Procedures for Hand Sanitizing/Washing

Social Distancing

Keep a Safe Distance to Slow the Spread

Social distancing, also called “physical distancing,” means keeping a safe space between yourself and other people who are not from your household.

To practice social or physical distancing, stay at least 6 feet (about 2 arms’ length) from other people who are not from your household in both indoor and outdoor spaces.

Social distancing should be practiced in combination with other everyday preventive actions to reduce the spread of COVID-19, including wearing cloth face coverings, avoiding touching your face with unwashed hands, and frequently washing your hands with soap and water for at least 20 seconds.

Social Distancing Strategies

Work with your local health officials to determine a set of strategies appropriate for your community’s situation. Continue using preparedness strategies and consider the following social distancing strategies:

- If possible, child care classes should include the same group each day, and the same child care providers should remain with the same group each day. If your child care program remains open, consider creating a separate classroom or group for the children of healthcare workers and other first responders. If your program is unable to create a separate classroom, consider serving only the children of healthcare workers and first responders.
- Cancel or postpone special events such as festivals, holiday events, and special performances.
- Consider whether to alter or halt daily group activities that may promote transmission.
  - Keep each group of children in a separate room.
RESTART & RECOVERY PLAN

○ Limit the mixing of children, such as staggering playground times and keeping groups separate for special activities such as art, music, and exercising.
○ If possible, at nap time, ensure that children’s naptime mats (or cribs) are spaced out as much as possible, ideally 6 feet apart. Consider placing children head to toe in order to further reduce the potential for viral spread.
  ● Consider staggering arrival and drop off times and/or have child care providers come outside the facility to pick up the children as they arrive. Your plan for curbside drop off and pick up should limit direct contact between parents and staff members and adhere to social distancing recommendations.
  ● If possible, arrange for administrative staff to telework from their homes.

Key Times to Wash Hands

You can help yourself and your loved ones stay healthy by washing your hands often, especially during these key times when you are likely to get and spread germs:

  ● Before, during, and after preparing food
  ● Before eating food
  ● Before and after caring for someone at home who is sick with vomiting or diarrhea
  ● Before and after treating a cut or wound
  ● After using the toilet
  ● After changing diapers or cleaning up a child who has used the toilet
  ● After blowing your nose, coughing, or sneezing
  ● After touching an animal, animal feed, or animal waste
  ● After handling pet food or pet treats
  ● After touching garbage

Follow Five Steps to Wash Your Hands the Right Way

Washing your hands is easy, and it’s one of the most effective ways to prevent the spread of germs. Clean hands can stop germs from spreading from one person to another and throughout an entire community—from your home and workplace to childcare facilities and hospitals.

Follow these five steps every time.

1. Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
2. **Lather** your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.

3. **Scrub** your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.

4. **Rinse** your hands well under clean, running water.

5. **Dry** your hands using a clean towel or air dry them.

**Use Hand Sanitizer When You Can’t Use Soap and Water**

You can use an alcohol-based hand sanitizer that contains at least 60% alcohol if soap and water are not available.

Washing hands with soap and water is the best way to get rid of germs in most situations. If soap and water are not readily available, you can use an alcohol-based hand sanitizer that contains at least 60% alcohol. You can tell if the sanitizer contains at least 60% alcohol by looking at the product label.

**Sanitizers can quickly reduce the number of germs on hands in many situations. However,**

- Sanitizers do **not** get rid of all types of germs.
- Hand sanitizers may not be as effective when hands are visibly dirty or greasy.
- Hand sanitizers might not remove harmful chemicals from hands like pesticides and heavy metals.

**Caution!** Swallowing alcohol-based hand sanitizers can cause alcohol poisoning if more than a couple of mouthfuls are swallowed. **Keep it out of reach of young children and supervise their use.**

How to use hand sanitizer

- Apply the gel product to the palm of one hand (read the label to learn the correct amount).
- Rub your hands together.
- Rub the gel over all the surfaces of your hands and fingers until your hands are dry. This should take around 20 seconds.
Appendix C
Critical Area of Operation #3 – Transportation

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

1. Transportation

   a. If the school district is providing transportation services on a district-owned school bus, a face covering must be worn upon entering the school bus.

      (1) 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.

   b. The school district shall use best practices for cleaning and disinfecting district-owned school buses and other transportation vehicles.

   c. District-employed school bus drivers and aides on district-owned school buses shall practice all safety actions and protocols as indicated for other school staff, including wearing masks.

   d. School bus drivers and aides will attend training on the new policies before transporting students again.

   e. Bus drivers and aides will be provided with personal protective equipment.

   f. Masks will be worn by all bus drivers and bus aides.

   g. Families will be encouraged to drop students off, carpool, or walk with their students to reduce possible exposure on buses.

   h. Limited capacity routes

   i. Multiple runs throughout the day.

   j. Arrival and drop-off locations and/or times will also be staggered and adjusted.
k. Protocols will be in place to adhere to social distancing with parents or caregivers.

l. Health screening students prior to boarding the school bus, including temperature checks before boarding.

m. Marking seats with tape to avoid children sitting too close together.

n. Social distancing will be considered on the school bus, and the CDC recommended seating one child per seat, every other row, where possible.

o. The district contracted transportation services, shall ensure all Board of Education safety actions and protocols are followed by the contractor and its employees and/or its agents.
Appendix D

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

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

a. **Location of Student and Staff Screening**

**Thermometers** will be located at specific locations within each building (as noted below) to monitor the temperatures of all students and staff entering the buildings. Anyone who is identified as having an elevated temperature will be held for a second temperature reading with a thermometer. Those identified as having an elevated temperature after two screenings will be examined by the nurse for further action and referral.

1. **Kennedy Elementary School**: Main Entrance
2. **Lincoln Elementary School**: Main Entrance
3. **Hamilton Intermediate School**: Main Entrance
4. **Washington Middle School**: Main Entrance
5. **Harrison High School**: Main Entrance and Field Entrance

b. **Social Distancing in Entrances, Exits, and Common Areas**

**Keep a Safe Distance to Slow the Spread**

- Social distancing, also called “physical distancing,” means keeping a safe space between yourself and other people who are not from your household.
- To practice social or physical distancing, stay at least 6 feet (about 2 arms’ length) from other people who are not from your household in both indoor and outdoor spaces.
- Social distancing should be practiced in combination with other **everyday preventive actions** to reduce the spread of COVID-19, including **wearing cloth face coverings**, avoiding touching your face with unwashed hands, and frequently washing your hands with soap and water for at least 20 seconds.

**Social Distancing Strategies**

- Classrooms will be arranged to provide 6 feet distance between student work areas.
• Staircases will be marked to encourage social distance, including identifying specific stairwells for up and down travel. Additionally, narrow hallways will be marked as one-way, and wide halls will be divided and marked to ensure social distancing when moving throughout the building.

• Students will be monitored in places such as the gymnasium, library, and playground to ensure social distancing is practiced.

• If possible, child care classes should include the same group each day, and the same child care providers should remain with the same group each day. If your child care program remains open, consider creating a separate classroom or group for the children of healthcare workers and other first responders. If your program is unable to create a separate classroom, consider serving only the children of healthcare workers and first responders.

• Cancel or postpone special events such as festivals, holiday events, and special performances.

• Consideration will be given whether to alter or halt daily group activities that may promote transmission.
  ○ Keep each group of children in a separate room.
  ○ Limit the mixing of children, such as staggering playground times and keeping groups separate for special activities such as art, music, and exercising.
  ○ If possible, at nap time, ensure that children’s naptime mats (or cribs) are spaced out as much as possible, ideally 6 feet apart. Consider placing children head to toe in order to further reduce the potential for viral spread.

• Consideration will be given to staggering arrival and drop off times and/or have child care providers come outside the facility to pick up the children as they arrive. Our plan for curbside drop off and pick up will limit direct contact between parents and staff members and adhere to social distancing recommendations.
Appendix E

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

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

Screening Procedures for Students and Staff

1. Taking a person’s temperature using a temporal thermometer.

Temporal thermometers use an infrared scanner to measure the temperature of the temporal artery in the forehead. Temperature takers should keep as much distance from clients as they can, wear a cloth face covering and provide one to the client to wear, wash their hands with soap and water or use alcohol-based hand sanitizer (at least 60% alcohol) regularly, and use gloves if available.

To use thermometer:

1. Turn on the thermometer.

2. Gently sweep the thermometer across the client’s forehead.

3. Remove the thermometer and read the number:
   
   o **Fever:** Any temperature 100.4 F or greater is considered a fever.
   
   o **No fever:** People with temperatures at or below 100.3 F may continue into the shelter using normal procedures.

4. Clean the thermometer with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each client. You can reuse the same wipe as long as it remains wet.

The following is a screening tool that can be used to identify people with possible symptoms of coronavirus disease 2019 (COVID-19). Although not every person who has symptoms will have COVID-19, conducting daily screenings consisting of a series of simple questions can help identify people who may need medical care or isolation

1. **Determine if the person has a fever, by:**

   o Taking their temperature using a temporal thermometer
AND

o Asking “Have you felt like you had a fever in the past day?”

2. Ask the person “Do you have a new or worsening cough today?”

3. Ask the person, “Do you have any of these other symptoms?
   
   - 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

b. Protocols for Symptomatic Students and Staff

   If the person has a fever OR a new/worsening cough OR any of the other symptoms:

   1. Provide a cloth face covering for the person to wear over their nose and mouth, if one is available and if the person can tolerate it. If a cloth face covering is not available, advise the person about cough etiquette and provide tissues. Cloth face coverings should not be placed on children younger than 2 years old, anyone who has trouble breathing or is unconscious, anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance.

   2. Notify management and appropriate healthcare providers.

   3. Direct the person to an isolation room if available, or to the area designated for persons with symptoms of COVID-19.
Protocol for Symptomatic Students and Staff

All Schools Regardless of Community Spread

- Confirmed person with COVID-19 in building?
  - Assess Risk
  - Short (potential 2-5 Day) Building Dismissal to Clean/Disinfect/Contact Trace in consultation with local health officials

No Community Spread

- Prepare
- Teach and reinforce healthy hygiene
- Develop information sharing systems
- Intensify cleaning and disinfection
- Monitor for absenteeism
- Assess group gatherings and events - consider postponing non-critical gatherings and events
- Require sick students and staff stay home
- Establish procedures for someone becoming sick at school
- Monitor changes in community spread

Minimal to Moderate OR Substantial Community Spread

- Coordinate with local health officials.
- Implement multiple social distancing strategies for gatherings, classrooms, and movement through the building.
- Consider ways to accommodate needs of children and families at high risk.

When a confirmed case has entered a school, regardless of community transmission

Any school in any community might need to implement short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, CDC recommends the following procedures regardless of the level of community spread:
Coordinate with local health officials.
Once learning of a COVID-19 case in someone who has been in the school, immediately notify local health officials. These officials will help administrators determine a course of action for their child care programs or schools.

Dismiss students and most staff for 2-5 days.
This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the local health officials to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.

- Local health officials’ recommendations for the scope (e.g., a single school, multiple schools, the full district) and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community.
- During school dismissals, also cancel extracurricular group activities, school-based afterschool programs, and large events (e.g., assemblies, spirit nights, field trips, and sporting events).
- Discourage staff, students, and their families from gathering or socializing anywhere. This includes group child care arrangements, as well as gathering at places like a friend’s house, a favorite restaurant, or the local shopping mall.

Communicate with staff, parents, and students.
Coordinate with local health officials to communicate dismissal decisions and the possible COVID-19 exposure.

- This communication to the school community should align with the communication plan in the school’s emergency operations plan.
- Plan to include messages to counter potential stigma and discrimination.
- In such a circumstance, it is critical to maintain confidentiality of the student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act.

Clean and disinfect thoroughly.
- Close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Open outside doors and windows to increase air circulation in the area. If possible, wait up to 24 hours before beginning cleaning and disinfection.
- Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.
- If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.
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 [here](#).
  - Follow the manufacturer’s instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.).
  - Additionally, diluted household bleach solutions can be used if appropriate for the surface. Follow manufacturer’s instructions for application and proper ventilation. Check to ensure the product is not past its expiration date. Never mix household bleach with ammonia or any other cleanser. Unexpired household bleach will be effective against coronaviruses when properly diluted. Prepare a bleach solution by mixing:
    - 5 tablespoons (1/3rd cup) bleach per gallon of water or
    - 4 teaspoons bleach per quart of water

Additional information on cleaning and disinfection of community facilities such as schools can be found on [CDC’s website](https://www.cdc.gov).

**Make decisions about extending the school dismissal when necessary.**
Temporarily dismissing child care programs and K-12 schools is a strategy to stop or slow the further spread of COVID-19 in communities.

- During school dismissals (after cleaning and disinfection), child care programs and schools may stay open for staff members (unless ill) while students stay home. Keeping facilities open: a) allows teachers to develop and deliver lessons and materials remotely, thus maintaining continuity of teaching and learning; and b) allows other staff members to continue to provide services and help with additional response efforts. Decisions on which, if any, staff should be allowed in the school should be made in collaboration with local health officials.

- Child care and school administrators should work in close collaboration and coordination with local health officials to make dismissal and large event cancellation decisions. Schools are not expected to make decisions about dismissal or canceling events on their own. School dismissals and event cancellations may be extended if advised by local health officials. The nature of these actions (e.g., geographic scope, duration) may change as the local outbreak situation evolves.

- Administrators should seek guidance from local health officials to determine when students and staff should return to schools and what additional steps are needed for the school community. In addition, students and staff who are well but are taking care of or share a home with someone with a case of COVID-19 should follow instructions from local health officials to determine when to return to school.
**RESTART & RECOVERY PLAN**

### Implement strategies to continue education and related supports for students.

- Ensure continuity of education.
  - Review continuity plans, including plans for the continuity of teaching and learning. Implement e-learning plans, including digital and distance learning options as feasible and appropriate.
  - Determine, in consultation with school district officials or other relevant state or local partners:
    - If a waiver is needed for state requirements of a minimum number of in-person instructional hours or school days (seat time) as a condition for funding;
    - How to convert face-to-face lessons into online lessons and how to train teachers to do so;
    - How to triage technical issues if faced with limited IT support and staff;
    - How to encourage appropriate adult supervision while children are using distance learning approaches; and
    - How to deal with the potential lack of students’ access to computers and the Internet at home.

Ensure continuity of meal programs.
- Consider ways to distribute food to students.
- If there is community spread of COVID-19, design strategies to avoid distribution in settings where people might gather in a group or crowd. Consider options such as “grab-and-go” bagged lunches or meal delivery.

- Consider alternatives for providing essential medical and social services for students.
  - Continue providing necessary services for children with special healthcare needs, or work with the state *Title V Children and Youth with Special Health Care Needs (CYSHCN) Program.*

### When there is no community transmission (preparedness phase)
The most important thing to do now is plan and prepare. Administrators should reinforce healthy practices among their students and staff. As the global outbreak evolves, schools should prepare for the possibility of community-level outbreaks. Schools need to be ready if COVID-19 does appear in their communities.

**Here are some strategies:**
Review, update, and implement emergency operations plans (EOPs). This should be done in collaboration with local health departments and other relevant partners. Focus on the components, or annexes, of the plans that address infectious disease outbreaks.

- Ensure the plan includes strategies to reduce the spread of a wide variety of infectious diseases (e.g., seasonal influenza). This includes strategies for social distancing and school dismissal that may be used to stop or slow the spread of infectious disease. The plan should also include strategies for continuing education, meal programs, and other related services in the event of school dismissal.
RESTART & RECOVERY PLAN

- Ensure the plan emphasizes everyday preventive actions for students and staff. For example, emphasize actions such as staying home when sick; appropriately covering coughs and sneezes; cleaning frequently touched surfaces; and washing hands often.
  - CDC has workplace resources such as posters with messages for staff about staying home when sick and how to avoid spreading
  - Other health and education professional organizations may also have helpful resources your child care facility or school can use or share. For example, the American Academy of Pediatrics provides information on germ prevention strategies and reducing the spread of illness in child care settings

Reference key resources while reviewing, updating, and implementing the EOP:
- Multiple federal agencies have developed resources on school planning principles and a 6-step process for creating plans to build and continually foster safe and healthy school communities before, during, and after possible emergencies. Key resources include guidance on developing high-quality school emergency operations plans and a companion guide on the role of school districts in developing high-quality school emergency operations plans
- The Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center’s website contains free resources, trainings, and TA to schools and their community partners, including many tools and resources on emergency planning and response to infectious disease outbreaks.

Develop information-sharing systems with partners.
- Information-sharing systems can be used for day-to-day reporting (on information such as changes in absenteeism) and disease surveillance efforts to detect and respond to an outbreak.
- Local health officials should be a key partner in information sharing.

Teach and reinforce healthy hygiene practices.
- Train staff on healthy hygiene practices so they can teach these to students.
- Ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60% alcohol.
- CDC offers several free handwashing resources that include health promotion materials, information on proper handwashing technique, and tips for families to help children develop good handwashing habits.
- Ensure adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) to support healthy hygiene practices.

Intensify cleaning and disinfection efforts.
- Routinely clean and disinfect 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). Clean with the cleaners typically used. Use 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 [here](#)

- Follow the manufacturer’s instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.).
- Provide EPA-registered disposable wipes to teachers and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use.
- Ensure adequate supplies to support cleaning and disinfection practices.

**Monitor and plan for absenteeism.**

- Review the usual absenteeism patterns at your school among both students and staff.
- Alert local health officials about large increases in student and staff absenteeism, particularly if absences appear due to respiratory illnesses (like the common cold or the “flu,” which have symptoms similar to COVID-19).
- Review attendance and sick leave policies. Encourage students and staff to stay home when sick, even without documentation from doctors. Use flexibility, when possible, to allow staff to stay home to care for sick family members.
- Discourage the use of perfect attendance awards and incentives.
- Identify critical job functions and positions, and plan for alternative coverage by cross-training staff.
- Determine what level of absenteeism will disrupt continuity of teaching and learning.

**Assess group gatherings and events. Consider postponing non-critical gatherings and events.**

- Ensure you have a clear understanding of all upcoming gatherings and large events for your school community (e.g., assemblies, field days, spirit nights, athletic events). Give special consideration to events that might put students, staff, or their families in close proximity to others from communities that may have identified cases of COVID-19.
- Consider whether any of these events should be canceled. Speak with local health officials to help determine the best approach.

**Require sick students and staff to stay home. Establish procedures for students and staff who are sick at school.**

- Establish procedures to ensure students and staff who become sick at school or arrive at school sick are sent home as soon as possible.
- Keep sick students and staff, particularly those with symptoms of respiratory illness, separate from well students and staff until they can leave. Plan to have areas where these individuals can be isolated from well students and staff until they can leave the school.
- Remember that schools are not expected to screen students or staff to identify cases of COVID-19. If a community (or more specifically, a school) has cases of COVID-19,
local health officials will help identify those individuals and will follow up on next steps.

- Share resources with the school community to help families understand when to keep children home. This guidance, not specific to COVID-19, from the American Academy of Pediatrics can be helpful for families

**Create and test communications plans for use with the school community.**

- Include strategies for sharing information with staff, students, and their families.
- Include information about steps being taken by the school or child care facility to prepare, and how additional information will be shared.
- Test communication capacity, and reiterate steps staff, students, and families can take to stay healthy and guidance that they should stay home if sick.

**Review CDC’s guidance for businesses and employers.**

- Review this CDC guidance to identify any additional strategies the school can use, given its role as an employer.

Child care and K-12 administrators can support their school community by sharing resources with students (if resources are age-appropriate), their families, and staff. Coordinate with local health officials to determine what type of information might be best to share with the school community. Consider sharing the following fact sheets and information sources:

- Information about COVID-19 available through state and local health departments
- General CDC fact sheets to help staff and students’ families understand COVID-19 and the steps they can take to protect themselves:
  - *What you need to know about coronavirus disease 2019 (COVID-19)*
  - *What to do if you are sick with coronavirus disease 2019 (COVID-19)*
  - *Stop the spread of germs – help prevent the spread of respiratory viruses like COVID-19*
- CDC Information on COVID-19 and children
- CDC information for staff, students, and their families who have recently traveled back to the United States from areas where CDC has identified community spread of coronavirus:
  - A list of countries where community spread of COVID-19 is occurring can be found on the CDC webpage: *Coronavirus Disease 2019 Information for Travel*

**When there is minimal to moderate community transmission**

If local health officials report that there are multiple cases of COVID-19 in the community, schools may need to implement additional strategies in response to prevent
spread in the school, but they should continue using the strategies they implemented when there was no community transmission. These additional strategies include:

1. **Coordinate with local health officials.** This should be a first step in making decisions about responses to the presence of COVID-19 in the community. Health officials can help a school determine which set of strategies might be most appropriate for their specific community’s situation.

2. **Implement multiple social distancing strategies.** Select strategies based on feasibility given the unique space and needs of the school. Not all strategies will be feasible for all schools. For example, limiting hall movement options can be particularly challenging in secondary schools. Many strategies that are feasible in primary or secondary schools may be less feasible in child care settings. Administrators are encouraged to think creatively about all opportunities to increase the physical space between students and limit interactions in large group settings. Schools may consider strategies such as:

3. **Cancel field trips, assemblies, and other large gatherings.** Cancel activities and events such as field trips, student assemblies, athletic events or practices, special performances, school-wide parent meetings, or spirit nights.

4. **Cancel or modify classes where students are likely to be in very close contact.** For example, in physical education or choir classes, consider having teachers come to classrooms to prevent classes mixing with others in the gymnasium or music room.

5. **Increase the space between desks.** Rearrange student desks to maximize the space between students. Turn desks to face in the same direction (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).

6. **Avoid mixing students in common areas.** For example, allow students to eat lunch and breakfast in their classrooms rather than mixing in the cafeteria. If it is not possible to suspend use of common areas, try to limit the extent to which students mix with each other, and particularly with students from other classes (e.g., stagger lunch by class, segregate lunch and recess area by class, send a few students into the library to pick out books rather than going as a class, suspend the use of lockers). Restrict hallway use through homeroom stays or staggered release of classes. Try to avoid taking multiple classes to bathrooms at once (e.g., avoid having all classes use the bathroom right after lunch or recess). In child care or elementary school settings, consider staggering playground use rather than allowing multiple classes to play together, and limit other activities where multiple classes interact.

- **Stagger arrival and/or dismissal times.** These approaches can limit the amount of close contact between students in high-traffic situations and times.

- **Reduce congestion in the health office.** For example, use the health office for children with flu-like symptoms and a satellite location for first aid or medication distribution.

- **Limit nonessential visitors.** Limit the presence of volunteers for classroom activities, mystery readers, cafeteria support, and other activities.

- **Limit cross-school transfer for special programs.** For example, if students are brought from multiple schools for special programs (e.g., music, robotics, academic clubs),
consider using distance learning to deliver the instruction or temporarily offering duplicate programs in the participating schools.

- Teach staff, students, and their families to maintain distance from each other in the school. Educate staff, students, and their families at the same time and explain why this is important.
- Consider ways to accommodate the needs of children and families at risk for serious illness from COVID-19. Consider if and how to honor requests of parents who may have concerns about their children attending school due to underlying medical conditions of their children or others in their home.

Additional information about social distancing, including information on its use for other viral illnesses, is available in this [CDC publication](https://www.cdc.gov).

**When there is substantial community transmission**

Additional strategies should be considered when there is substantial transmission in the local community in addition to those implemented when there is no, minimal, or moderate transmission. These strategies include:

Continue to coordinate with local health officials. If local health officials have determined there is substantial transmission of COVID-19 within the community, they will provide guidance to administrators on the best course of action for child care programs or schools. These strategies are expected to extend across multiple programs, schools, or school districts within the community, as they are not necessarily tied to cases within schools or child care facilities.

Consider extended school dismissals. In collaboration with local health officials, implement extended school dismissals (e.g., dismissals for longer than two weeks). This longer-term, and likely broader-reaching, dismissal strategy is intended to slow transmission rates of COVID-19 in the community. During extended school dismissals, also cancel extracurricular group activities, school-based afterschool programs, and large events (e.g., assemblies, spirit nights, field trips, and sporting events). Remember to implement strategies to ensure the continuity of education (e.g., distance learning) as well as meal programs and other essential services for students.

**Protocols for Face Coverings**

**Cloth Face Coverings**

- Teach and reinforce use of cloth face coverings. Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Face coverings are required to be worn by staff and students and are most essential in times when physical distancing is difficult. Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently. Information should be provided to staff, students, and students’
families on proper use, removal, and washing of cloth face coverings.

- Note: Cloth face coverings should not be placed on:
  - Children younger than 2 years old
  - Anyone who has trouble breathing or is unconscious
  - Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance

- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment.

How to Wash Cloth Face Coverings
Cloth face coverings are an additional step to help slow the spread of COVID-19 when combined with everyday preventive actions and social distancing in public settings. Cloth face coverings should be washed after each use. It is important to always remove face coverings correctly and wash your hands after handling or touching a used face covering.

Washing machine
- You can include your face covering with your regular laundry.
- Use regular laundry detergent and the warmest appropriate water setting for the cloth used to make the face covering.

Washing by hand
- Prepare a bleach solution by mixing:
  - 5 tablespoons (1/3rd cup) household bleach per gallon of room temperature water
  - 4 teaspoons household bleach per quart of room temperature water
- Check the label to see if your bleach is intended for disinfection. Some bleach products, such as those designed for safe use on colored clothing, may not be suitable for disinfection. Ensure the bleach product is not past its expiration date. Never mix household bleach with ammonia or any other cleanser.
- Soak the face covering in the bleach solution for 5 minutes.
- Rinse thoroughly with cool or room temperature water.

How to dry

Dryer
- Use the highest heat setting and leave in the dryer until completely dry.

Air dry
- Lay flat and allow to completely dry. If possible, place the cloth face covering in direct sunlight.
Appendix F

Critical Area of Operation #6 - Contact Tracing

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

The Harrison School District will work in concert with the Harrison Board of Health in order to perform the needed tasks involved in contact tracing.

District administrators and school nurses will provide information to the local Board of Health during contact tracing. School nurses in each of Harrison’s 5 schools will serve as the primary contact with the Board of Health.

Harrison School Nurses will, at minimum, complete or have completed, in coordination with the Harrison Board of Health, Contact Training instruction including a certification course by the Association of State and Territorial Health Officials (ASTHO), a training course for The New Jersey Department of Health Communicable Disease Reporting and Surveillance System (CDRSS), and a training course for the CommCare digital data collection platform (training provided by Rutgers University).

The Director of Personnel who has been trained in contact tracing will oversee contract tracing procedures. He will also serve as liaison to the Harrison Board of Health.
Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

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

Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses and School

Clean

- Wear disposable gloves to clean and disinfect.
- Clean surfaces using soap and water, then use disinfectant.
- Cleaning with soap and water reduces the number of germs, dirt and impurities on the surface. Disinfecting kills germs on surfaces.
- Practice routine cleaning of frequently touched surfaces.
- More frequent cleaning and disinfection may be required based on level of use.
- Surfaces and objects in public places, such as shopping carts and point of sale keypads should be cleaned and disinfected before each use.

High touch surfaces include:

- Tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, etc.

Disinfect

- Recommend use of EPA-registered household disinfectant.

Follow the instructions on the label to ensure safe and effective use of the product.

Many products recommend:

- Keeping surface wet for a period of time (see product label).
- Precautions such as wearing gloves and making sure you have good ventilation during use of the product.

Always read and follow the directions on the label to ensure safe and effective use.

- Wear skin protection and consider eye protection for potential splash hazards
- Ensure adequate ventilation
- Use no more than the amount recommended on the label
- Use water at room temperature for dilution (unless stated otherwise on the label)
- Avoid mixing chemical products
- Label diluted cleaning solutions
RESTART & RECOVERY PLAN

- Store and use chemicals out of the reach of children and pets

You should never eat, drink, breathe or inject these products into your body or apply directly to your skin as they can cause serious harm. Do not wipe or bathe pets with these products or any other products that are not approved for animal use.

See [EPA’s 6 steps for Safe and Effective Disinfectant Use](https://www.epa.gov/cleaning-and-sanitizing/disinfectants/#:~:text=6%2DStep%20Procedure%20for%20Using%20Disinfectants)

Special considerations should be made for people with asthma and they should not be present when cleaning and disinfecting is happening as this can trigger asthma exacerbations. To learn more about reducing asthma triggers: [https://www.cdc.gov/asthma/reduce_triggers.html](https://www.cdc.gov/asthma/reduce_triggers.html)

- **Diluted household bleach solutions may also be used** if appropriate for the surface.

Check the label to see if your bleach is intended for disinfection and has a sodium hypochlorite concentration of 5%–6%. Ensure the product is not past its expiration date. Some bleaches, such as those designed for safe use on colored clothing or for whitening may not be suitable for disinfection.

Unexpired household bleach will be effective against coronaviruses when properly diluted.

  - **Follow manufacturer’s instructions** for application and proper ventilation. Never mix household bleach with ammonia or any other cleanser.
  - **Leave solution** on the surface for **at least 1 minute**.

**To make a bleach solution**, mix:

  - 5 tablespoons (1/3rd cup) bleach per gallon of room temperature water

OR

  - 4 teaspoons bleach per quart of room temperature water
  - Bleach solutions will be effective for disinfection up to 24 hours.

**Alcohol solutions with at least 60% alcohol may also be used.**

**Soft surfaces**

For soft surfaces such as carpeted floor, rugs, and drapes
RESTART & RECOVERY PLAN

- **Clean the surface using soap and water** or with cleaners appropriate for use on these surfaces.
- **Launder items** (if possible) according to the manufacturer’s instructions. Use the warmest appropriate water setting and dry items completely.

OR

- **Disinfect with an EPA-registered household disinfectant.** [These disinfectants](#) meet EPA’s criteria for use against COVID-19.
- **Vacuum as usual**

Electronics

For electronics, such as tablets, touch screens, keyboards, remote controls, and ATM machines

- Consider putting a wipeable cover on electronics.
- **Follow manufacturer’s instruction** for cleaning and disinfecting.
- If no guidance, **use alcohol-based wipes or sprays containing at least 60% alcohol.** Dry surface thoroughly.

Laundry

For clothing, towels, linens and other items

- Launder items according to the manufacturer’s instructions. Use the warmest appropriate water setting and dry items completely.
- **Wear disposable gloves** when handling dirty laundry from a person who is sick.
- Dirty laundry from a person who is sick can be washed with other people’s items.
- **Do not shake** dirty laundry.
- Clean and **disinfect clothes hampers** according to guidance above for surfaces.
- Remove gloves, and wash hands right away.
- **Cleaning and disinfecting your building or facility if someone is sick**
- **Close off areas** used by the person who is sick.
- Companies do not necessarily need to close operations, if they can close off affected areas.
- **Open outside doors and windows** to increase air circulation in the area.
- **Wait 24 hours** before you clean or disinfect. If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect **all areas used by the person who is sick**, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch
screens, keyboards, remote controls, and ATM machines.

**Vacuum the space if needed.** Use a vacuum equipped with a high-efficiency particular air (HEPA) filter, if available.

Do not vacuum a room or space that has people in it. Wait until the room or space is empty to vacuum, such as at night, for common spaces, or during the day for private rooms.

Consider temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.

Once an area has been **appropriately disinfected**, it can be opened for use.

**Workers without close contact** with the person who is sick can return to work immediately after disinfection.

If **more than 7 days** since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary.

Continue routing cleaning and disinfection. This includes everyday practices that businesses and communities normally use to maintain a healthy environment.

**Cleaning and disinfecting outdoor areas**

Outdoor areas, like **playgrounds in schools and parks** generally require **normal routine cleaning**, but **do not require disinfection**.

- Do not spray disinfectant on outdoor playgrounds- it is not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public.
- High touch surfaces made of plastic or metal, such as grab bars and railings should be cleaned routinely.
- Cleaning and disinfection of wooden surfaces (play structures, benches, tables) or groundcovers (mulch, sand) is not recommended.

**Sidewalks and roads should not be disinfected.**

- Spread of COVID-19 from these surfaces is very low and disinfection is not effective.

**When cleaning:**
- **Regular cleaning staff** can clean and disinfect community spaces.
- Ensure they are trained on appropriate use of cleaning and disinfection chemicals.

**Wear disposable gloves and gowns for all tasks in the cleaning process, including handling trash.**

- Additional personal protective equipment (PPE) might be required based on the cleaning/disinfectant products being used and whether there is a risk of splash.
- Gloves and gowns should be removed carefully to avoid contamination of the wearer and the surrounding area.

**Wash your hands often** with soap and water for 20 seconds.

- Always wash immediately after removing gloves and after contact with a person who is sick.
- Hand sanitizer: If soap and water are not available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains at least 60% alcohol may be used. However, if hands are visibly dirty, always wash hands with soap and water.

**Always read and follow the directions on the label** to ensure safe and effective use.

- Keep hand sanitizers away from fire or flame
- For children under six years of age, hand sanitizer should be used with adult supervision
- Always store hand sanitizer out of reach of children and pets

See [FDA’s Tips for Safe Sanitizer Use](#) and [CDC’s Hand Sanitizer Use Considerations](#)

**Additional key times to wash hands** include:

- After blowing one’s nose, coughing, or sneezing.
- After using the restroom.
- Before eating or preparing food.
- After contact with animals or pets.
- Before and after providing routine care for another person who needs assistance (e.g., a child).

**Additional considerations for employers**

- **Educate workers** performing cleaning, laundry, and trash pick-up to recognize
the symptoms of COVID-19.
• Provide instructions on what to do if they develop symptoms within 14 days after their last possible exposure to the virus.

• **Develop policies for worker protection and provide training** to all cleaning staff on site prior to providing cleaning tasks.
  ○ Training should include when to use PPE, what PPE is necessary, how to properly don (put on), use, and doff (take off) PPE, and how to properly dispose of PPE.

• **Ensure** workers are trained on the hazards of the cleaning chemicals used in the workplace in accordance with OSHA’s Hazard Communication standard (29 CFR 1910.1200external icon).

• **Comply with OSHA’s standards** on Bloodborne Pathogens (29 CFR 1910.1030external icon), including proper disposal of regulated waste, and PPE (29 CFR 1910.132external icon).

Alternative disinfection methods:

• The efficacy of alternative disinfection methods, such as ultrasonic waves, high intensity UV radiation, and LED blue light against COVID-19 virus is not known.
  ○ EPA does not routinely review the safety or efficacy of pesticidal devices, such as UV lights, LED lights, or ultrasonic devices. Therefore, EPA cannot confirm whether, or under what circumstances, such products might be effective against the spread of COVID-19.

• CDC does not recommend the use of sanitizing tunnels. There is no evidence that they are effective in reducing the spread of COVID-19. Chemicals used in sanitizing tunnels could cause skin, eye, or respiratory irritation or damage.

• CDC only recommends use of the surface disinfectants identified against the virus that causes COVID-19.
## Schedule for Cleaning, Sanitizing, and Disinfecting

<table>
<thead>
<tr>
<th>Areas</th>
<th>Before Each Use</th>
<th>After Each Use</th>
<th>Daily (At the End of the Day)</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food Areas</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Food Preparation Surfaces</td>
<td>Clean, Sanitize</td>
<td>Clean, Sanitize</td>
<td></td>
<td></td>
<td></td>
<td>Use a sanitizer for food contact.</td>
</tr>
<tr>
<td>• Eating Utensils &amp; Dishes</td>
<td>Clean, Sanitize</td>
<td>Clean, Sanitize</td>
<td></td>
<td></td>
<td></td>
<td>If washing the dishes and utensils by hand, use a sanitizer safe for food contact as the final step in the process; use of an automated dishwasher will sanitize.</td>
</tr>
<tr>
<td>• Tables and High Chair Trays</td>
<td>Clean, Sanitize</td>
<td>Clean, Sanitize</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Countertops</td>
<td>Clean</td>
<td>Clean, Sanitize</td>
<td></td>
<td></td>
<td></td>
<td>Use a sanitizer safe for food contact.</td>
</tr>
<tr>
<td>• Food Preparation Appliances</td>
<td>Clean</td>
<td>Clean, Sanitize</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Mixed Use Tables</td>
<td>Clean, Sanitize</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Before serving food.</td>
</tr>
<tr>
<td>• Refrigerator</td>
<td></td>
<td></td>
<td></td>
<td>Clean</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Child Care Areas</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Plastic Mouthed Toys</td>
<td>Clean</td>
<td>Clean, Sanitize</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pacifiers</td>
<td>Clean</td>
<td>Clean, Sanitize</td>
<td></td>
<td></td>
<td></td>
<td>Reserve for use by only one child; use dishwasher or boil for one minute.</td>
</tr>
<tr>
<td>• Hats</td>
<td>Clean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Clean after each use if head lice present.</td>
</tr>
<tr>
<td>• Door &amp; Cabinet Handles</td>
<td>Hourly</td>
<td>Clean, Disinfect</td>
<td></td>
<td></td>
<td></td>
<td>Sweep or vacuum, then damp mop, (consider micro fiber damp mop to pick up most particles).</td>
</tr>
<tr>
<td>• Floors</td>
<td>Clean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Machine Washable Cloth Toys</td>
<td></td>
<td>Clean</td>
<td></td>
<td></td>
<td></td>
<td>Launder</td>
</tr>
<tr>
<td>• Dress-up Clothes</td>
<td>Clean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Launder</td>
</tr>
<tr>
<td>• Play Activity Centers</td>
<td>Clean, Disinfect</td>
<td>Clean</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Drinking Fountains</td>
<td>Clean, Disinfect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Computer Keyboards</td>
<td>Clean, Sanitize</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Use sanitizing wipes, do not use spray.</td>
</tr>
<tr>
<td>• Phone Receivers</td>
<td>Clean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Caring for Our Children: National Health and Safety Performance Standard
# RESTART & RECOVERY PLAN

Caring for Our Children: National Health and Safety Performance Standard

<table>
<thead>
<tr>
<th>Areas</th>
<th>Before Each Use</th>
<th>After Each Use</th>
<th>Daily (At the End of the Day)</th>
<th>Weekly</th>
<th>Monthly</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Toilet and Diapering Areas</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Changing Tables</td>
<td></td>
<td>Clean, Disinfect</td>
<td></td>
<td></td>
<td></td>
<td>Clean with detergent, rinse, disinfect.</td>
</tr>
<tr>
<td>• Potty Chairs</td>
<td></td>
<td>Clean, Disinfect</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Handwashing Sinks &amp; Faucets</td>
<td></td>
<td>Clean, Disinfect</td>
<td>Clean, Disinfect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Countertops</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Toilets</td>
<td></td>
<td>Clean, Disinfect</td>
<td>Clean, Disinfect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Diaper Pails</td>
<td></td>
<td></td>
<td>Clean, Disinfect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Floors</td>
<td></td>
<td>Clean, Disinfect</td>
<td></td>
<td></td>
<td></td>
<td>Damp mop with a floor cleaner/disinfectant.</td>
</tr>
<tr>
<td><strong>Sleeping Areas</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Bed Sheets &amp; Pillow Cases</td>
<td></td>
<td></td>
<td>Clean</td>
<td></td>
<td></td>
<td>Clean before use by another child.</td>
</tr>
<tr>
<td>• Crib Cots &amp; Mats</td>
<td></td>
<td></td>
<td>Clean</td>
<td></td>
<td></td>
<td>Clean before use by another child.</td>
</tr>
<tr>
<td>• Blankets</td>
<td></td>
<td></td>
<td>Clean</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RESTART & RECOVERY PLAN

Maintain restrooms that remain open. Ensure they have functional toilets, clean and disinfected surfaces, and handwashing supplies.

If restrooms will be closed, notify visitors ahead of time so they can prepare appropriately. Ensure that open restrooms are:

- Operating with functional toilets.
- **Cleaned and disinfected** regularly, particularly high-touch surfaces such as faucets, toilets, doorknobs, and light switches.
- Clean, and disinfect restrooms daily or more often if possible using [EPA-registered disinfectant](https://www.epa.gov/dietrick) that are effective against SARS-CoV-2, the virus that causes COVID-19.
- Following the [Guidance for Cleaning and Disinfecting](https://www.epa.gov/covid-19) to develop, implement, and maintain a plan to perform regular cleanings to reduce the risk of exposure to COVID-19.
- Regularly stocked with supplies for handwashing, including soap and paper towels for drying hands or hand sanitizer with at least 60% alcohol and no touch trash cans.
- In addition, advise employees to always wear gloves appropriate for the chemicals being used when they are cleaning and disinfecting, and that they may need additional PPE based on the setting and product. Employees should follow the directions on the label of the products. Ensure that cleaning products are stored properly and kept away from children.

NOTE: Often restroom facilities without running water, such as portable toilets and vault toilets, are not stocked with hand hygiene products. Encourage visitors to bring their own hand sanitizer with at least 60% alcohol for use in these facilities.
6 Steps for Safe & Effective Disinfectant Use

Step 1: Check that your product is EPA-approved
Find the EPA registration number on the product. Then, check to see if it is on EPA's list of approved disinfectants at epa.gov/listn

Step 2: Read the directions
Follow the product’s directions. Check “use sites” and “surface types” to see where you can use the product. Read the “precautionary statements.”

Step 3: Pre-clean the surface
Make sure to wash the surface with soap and water if the directions mention pre-cleaning or if the surface is visibly dirty.

Step 4: Follow the contact time
You can find the contact time in the directions. The surface should remain wet the whole time to ensure the product is effective.

Step 5: Wear gloves and wash your hands
For disposable gloves, discard them after each cleaning. For reusable gloves, dedicate a pair to disinfecting COVID-19. Wash your hands after removing the gloves.

Step 6: Lock it up
Keep lids tightly closed and store out of reach of children.

coronavirus.gov
GUIDANCE FOR CLEANING & DISINFECTING

1. DEVELOP YOUR PLAN
   DETERMINE WHAT NEEDS TO BE CLEANED. Areas unoccupied for 7 or more days need only routine cleaning. Maintain existing cleaning practices for outdoor areas.
   DETERMINE HOW AREAS WILL BE DISINFECTED. Consider the type of surface and how often the surface is touched. Prioritize disinfecting frequently touched surfaces.
   CONSIDER THE RESOURCES AND EQUIPMENT NEEDED. Keep in mind the availability of cleaning products and personal protective equipment (PPE) appropriate for cleaners and disinfectants.

   Follow guidance from state, tribal, local and territorial authorities.

2. IMPLEMENT
   CLEAN VISIBLY DIRTY SURFACES WITH SOAP AND WATER prior to disinfection.
   USE THE APPROPRIATE CLEANING OR DISINFECTANT PRODUCT. Use an EPA-approved disinfectant against COVID-19, and read the label to make sure it meets your needs.
   ALWAYS FOLLOW THE DIRECTIONS ON THE LABEL. The label will include safety information and application instructions. Keep disinfectants out of the reach of children.

3. MAINTAIN AND REVISE
   CONTINUE ROUTINE CLEANING AND DISINFECTION. Continue or revise your plan based upon appropriate disinfectant and PPE availability. Dirty surfaces should be cleaned with soap and water prior to disinfection. Routinely disinfect frequently touched surfaces at least daily.
   MAINTAIN SAFE PRACTICES such as frequent handwashing, using cloth face coverings, and staying home if you are sick.
   CONTINUE PRACTICES THAT REDUCE THE POTENTIAL FOR EXPOSURE. Maintain social distancing, staying six feet away from others. Reduce sharing of common spaces and frequently touched objects.
MAKING YOUR PLAN TO CLEAN AND DISINFECT

Cleaning with either water and soap or alcohol. Disinfecting of non-soil surfaces by using an EPA- registered disinfectant.

Is the area indoors?

YES

It is an indoor area.

NO

Maintain existing cleaning practices. Coronaviruses naturally die in hours to days in typical indoor and outdoor environments. Viruses are killed more quickly by warmer temperatures and sunlight.

Has the area been occupied within the last 7 days?

YES

Yes, the area has been occupied within the last 7 days.

NO

The area has been unoccupied within the last 7 days.

The area will need only routine cleaning.

Is it a frequently touched surface or object?

YES

Yes, it is a frequently touched surface or object.

NO

Thoroughly clean these materials. Consider setting a schedule for routine cleaning and disinfection, as appropriate.

What type of material is the surface or object?

Hard and non-porous materials like glass, metal, or plastic.

Visibly dirty surfaces should be cleaned prior to disinfection. Consult EPA’s list of disinfectants for use against COVID-19, specifically for use on hard, non-porous surfaces and for your specific application need. More frequent cleaning and disinfection is necessary to reduce exposure.

Soft and porous materials like carpet, rugs, or material in seating areas.

Thoroughly clean or launder materials. Consider removing soft and porous materials in high traffic areas. Disinfect materials if appropriate products are available.
Appendix H

Critical Area of Operation #8 – Meals

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

The Harrison School District will work in collaboration with our food service provider, Pomptonian, to provide daily breakfast and lunch for all students.

Students in Grades PreK-12 will be provided with a breakfast in the classroom and a Grab & Go lunch each day.

When classes are virtual, Grab & Go breakfast and lunch will be available for pick-up at locations designated by school.
Appendix I
Critical Area of Operation #9 – Recess/Physical Education

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

SHAPE America’s 2020-2021 School Reentry Considerations: K-12 Physical Education, Health Education, and Physical Activity is a supportive instruction using one of three models of learning:

- In-school instruction with physical distancing
- Distance learning
- Hybrid/in-person learning (defined as a combination of in-school instruction with physical distancing and distance learning)

This is supported by our state organization, NJAPHERD and will be utilized as our guide to provide our students with the most efficient and effective program of student learning in all models mentioned above. This school district will: continue to address all five National Standards for K-12 Physical Education by selecting associated activities that require little or no use of shared equipment by students. Educators may need to shift the focus of their curriculum to Standard 3 (health-enhancing fitness), Standard 4 (personal and social responsibility) and Standard 5 (value of physical activity) and incorporate activities for Standard 1 (motor skills and movement patterns) and Standard 2 (movement concepts) that are safe and appropriate. NOTE: In some situations, it may not be possible to address all Grade-Level Outcomes due to the constraints of physical distancing.

Social and emotional learning (SEL) is a critical component and key component of health and physical education instruction. In preparing for school reentry, intentionally incorporating SEL will be essential to supporting students through the COVID-19 pandemic. The utilization of other staff members (e.g., school counselor, school nurse, social worker, school psychologist, other teachers) to share SEL-specific skills being taught in support of our programs will be utilized.

Our top priority is to prepare an environment for safe and supportive instruction in physical education, health education, and physical activity. In doing so spaces within classrooms, gymnasiums and outdoor spaces will be marked/staggered to ensure social distancing. Locker rooms will not be utilized. Masks will be worn prior/post physical activity. Students will wear proper footwear and clothing to accommodate comfort when moving. Equipment will not be utilized. Recess will be staggered groups to social distance with no use of equipment. If playground areas or any type of equipment is utilized it must be properly sanitized after each use.
RES

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

All field trips, extra-curricular and use of facilities will be suspended until further notice.

- Only those that can guarantee social distancing and mask wearing will be looked at. Approvals from building administration and superintendent must be passed before activity is run.

All Extra-Curricular Activities, other than Marching Band and Cheer, will be conducted virtually until further notice.

- Cheer will follow the guidelines set forth by the NJSIAA
- The Marching Band will follow protocols below

Pre-rehearsal screening

- All students will be required to fill out the COVID-19 questionnaire, and submit no less than 7 days before the first rehearsal (8/3/20). Students who do not submit a screening will not be allowed to participate in rehearsal.

- Each day all teachers, students, and staff must clear the screening process at the designated entrance area before they are permitted to participate in the rehearsal.

- Temperature checks and daily questionnaires must be completed.

- Any individual who answers “yes” to any question on the questionnaire, or who has a temperature greater than 100.4°F, shall not be permitted to participate in the rehearsal and shall be required to return home.

- Any individual who answers “yes” to any question on the daily questionnaire shall be required to provide clearance from a physician before they will be permitted to resume participation in rehearsals.

- Responses to screening questions for each person will be recorded and stored so that there is a record of everyone present in case a student develops COVID-19 with appropriate attention being given to privacy and confidentiality.
RESTART & RECOVERY PLAN

Rehearsal Procedures

Location

- During Phase 1-2, rehearsals will be conducted outside only. If weather prevents outdoor rehearsals, rehearsals will either be canceled or rescheduled to a virtual venue.
- Outside rehearsals will comply with the NJSIAA Heat Participation Policy.
- Students will follow a pre-designated pathway for entrance & exit.

Hydration

- Students will be required to bring their own insulated water jug filled with water for each rehearsal. Water bottles will not be shared under any circumstances. Hydration stations (water cows, water trough, water fountains, etc.) will not be utilized.

- Social distancing will be observed when music is being taught. Students will learn the music standing still, spaced at 10-foot intervals.
- Students will be grouped into cohorts of like-instruments (no larger than 10 students), cohorts will remain at least 20-feet away from any other grouping. Cohorts will not at any time interact with other cohort.
- If staff/faculty need to move within the 10-foot area to correct a student’s playing position, embouchure, posture, etc. they should do so briefly and then move back away. (NFHS guidelines, Page 4)
- Students are required to wear masks whenever possible. All faculty/staff will wear masks at all times. Students will lower the face covering for active playing only, and immediately replace when playing is complete. Specifically designed musician face masks will be considered.
- There should be no car-pooling to or from rehearsals.
- Cohorts will receive staggered start & end times.

Cleaning & Hygiene

- Equipment will not be shared at any time during PHASE 1.
- Restrooms use shall be limited to one person at a time.
- Students will follow a predesignated route, with sanitization procedures to be followed before and after use.
RESTART & RECOVERY PLAN

- Students and staff should make every effort to wash their hands as often as possible including before and after the rehearsal.
- Hand sanitizer shall be accessible at all times.
- Students shall wear their rehearsal gear and shall return home in the same rehearsal gear.
- There shall be no spitting, chewing seeds or gum during the rehearsal.
- Students must be encouraged to shower and wash their rehearsal clothing immediately upon returning to home.
- Individuals should wash their hands for a minimum of 20 seconds with warm water and soap before touching any surfaces or participating in rehearsals.
- To the fullest extent possible, appropriate social distancing shall be maintained and face coverings are required to be worn.

Equipment & Storage

- Instruments, equipment and sheet music will not be shared.
- Each student will be provided their own copy of music and their own instrument/equipment.
- Students will follow a pre-designated pathway to the band room for pick up and drop off of certain equipment only.
- Students will use hand sanitizer before entering and after leaving.
- Only one student will be allowed to exchange equipment at a time under staff supervision.
- Each student will receive a designated area for their case and other equipment that is their space alone and not touching other students.

Instrument Modification

- Bell covers will be required for the following instruments- Clarinet, Saxophone, Trumpet, Mellophone, Trombone, Baritone, Tuba. Nylon fabric is recommended.
- Instrument bags are recommended for the following instruments- Flute, Clarinet, Saxophone.
- Water key capture will be required for the following instruments- Trumpet, Mellophone, Trombone, Baritone, Tuba.

*Procedures & Practices will be updated upon receipt of Phase 2 guidelines.
RESTART & RECOVERY PLAN

Source information-
*September
Ready Fall 2020 Arts Education Guide
7.16.20
ArtsEdNJ

*NJSIAA
Return To Play Phase 1 Guidelines
6.19.20

*NJ
Marching Band Directors Association
Possible Phase 1 COVID-19 Marching Band Procedures & Guidelines
*GUIDANCE FOR A RETURN TO HIGH SCHOOL MARCHING BAND
National
Federation of State High School Associations (NFHS) Music Committee
Sports
Medicine Advisory Committee (SMAC)
https://www.nfhs.org/media/3812337/2020-nfhs-guidance-for-returning-to-high-school-marching-band-activities.pdf

*PerformingArts Aerosol Study
https://www.nfhs.org/media/4029952/preliminary-testing-report-7-13-20.pdf?fbclid=lwAR1Zm5dltrA8ig_NGQm2yKoJdJfPlUXS0cVwZF8FIN0SSKN-Oc684ALXhE
RESTART & RECOVERY PLAN

Appendix K

Academic, Social, and Behavioral Supports

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

This school district should include in Appendix K supplemental materials, evidence, and further explanations of the elements listed in the Academic, Social, and Behavioral Supports section in the Board’s Plan – Section A.2.a. through A.2.e.

In addition to the programs and activities already in place, training will be provided to all school counselors, SBYSP, nurses, and all Child Study Team members in areas of SEL in collaboration with the Hudson County Consortium for Social Emotional Learning.

The district remains committed in fostering positive social-emotional development and incorporating those elements into the instructional day for the benefit of both staff and students. District staff are encouraged to participate in the Flourishing Center’s “Positive Educator” certification program. The training sessions began in May and are ongoing.

Our elementary curriculum incorporates SEL components in instruction that promotes wellness, student confidence, healthy peer relationships and positive acknowledgement of student contributions in classroom discussions.

Training videos are being developed for students and parents in the new procedures for entering school, hand washing, materials/supplies, mask wearing, etc. Additional videos are being developed to inform parents on technology topics such as G Suite for Education, how to use a Chromebook, etc. so that they can optimally assist their children during distance learning.

Social stories will be utilized for teaching about mask wearing, hand washing and socially distancing. This will be beneficial to the special education students, English language learners as well as the pre-kindergarten, kindergarten and first grade students.

Several parent and staff surveys have been administered in order to solicit feedback and promote general well-being and a sense of community.

District staff will have the opportunity to participate in professional development sessions related to wellness and self-care during in-service days throughout the 2020-21 school year. General staff and administration will have the opportunity to participate in professional development specifically geared towards the needs of English Language Learners during distance learning.

The district’s website and social media platforms are used regularly to communicate with families and stress the importance of SEL. The district has established a “Virtual
RESTART & RECOVERY PLAN

Calming Room” that is posted on the district website. Families and staff have the opportunity to engage in activities that promote wellness and self-care.

The district maximizes the efficient use of resources to improve support for all classroom teachers and targets interventions to students based on their needs. Through regular monitoring of student progress, along with data-based decision making by problem-solving teams and providing a continuum of supports and interventions based on student performance, the district offers a variety of evidence-based practices designed to improve achievement and promote positive student outcomes. The tiered system involves the systematic development of nine essential components in schools for the effective implementation of the framework with fidelity and sustainability. Those components include: 1. Effective district and school leadership; 2. Family and community engagement; 3. Positive school culture and climate; 4. High-quality learning environments, curricula, and instructional practices; 5. Universalscreening; 6. Data-based decision making; 7. Collaborative problem-solving teams; 8. Progress monitoring; and 9. Staff professional development

B. Multi-Tiered Systems of Support (MTSS)

Each school building has its own Response to Intervention Team that assists staff in coordinating interventions for students and their families in the areas of academic, behavioral, and social emotions support.

The district utilizes LinkIt! platform (which houses assessments from various programs) in order to benchmark student progress and engage in data analytics to monitor student progress and identify areas of need. Staff regularly engage in collaborative sessions in order to determine the focus of instruction.

The district Child Study Teams continues to reach out to students who may be at risk, and will provide in-person contact upon school reopening. The district also uses INHOUSE to identify students who may be at risk to themselves or others through email notifications and ‘flags’. Procedures are in place to ensure any student who may be in danger is contacted as soon as possible within 24 hours. Additionally, high school students have the availability of counselors through our SBYS program.

C. Wraparound Supports

Wraparound programs such as Academic Support Instruction serve to differentiate instruction to struggling/at-risk students as a preventative measure which supports the general education program. Instruction is provided during the school day, after-school and during the summer.

During the 2020-21 school year, the district will provide grant-funded after school supplemental academic programs. Grant-funded tutoring services will be offered to newcomer and SLIFE English Language Learners.
School climate surveys will be administered by each individual building during the course of the school year. The results of the survey will be reviewed by each school’s School Climate Committee as well as the district’s SEL committee and goals will be determined moving forward.

**D. Food Service and Distribution**

The district continues to provide daily Grab & Go breakfast and lunch for all school aged children aged 18 and under, Monday through Friday. We will continue to provide meals in the 2020-2021 school year in accordance with state guidelines. This includes a breakfast in the classrooms and a Grab & Go lunch.

Food distribution will continue as outlined in Appendix H

**E. Quality Child Care**

The district contracts with local childcare centers to provide before and after childcare for our students. This will continue to be an option for parents.
## Appendix L

### Restart Committee

<table>
<thead>
<tr>
<th>NAME</th>
<th>EMAIL ADDRESS</th>
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## Restart & Recovery Plan

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*Restart Committee (Continued)*
## RESTART & RECOVERY PLAN

### Appendix M

**Pandemic Response Teams**

This school district should include in Appendix M the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section B.2.

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<tr>
<td>Ronan</td>
<td>Debbie</td>
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<td>Thomas</td>
<td>Michelle</td>
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<tr>
<td>Nidowicz</td>
<td>Chris</td>
<td>ELA teacher</td>
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# RESTART & RECOVERY PLAN

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# RESTART & RECOVERY PLAN

## HAMILTON INTERMEDIATE SCHOOL

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<tbody>
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# RESTART & RECOVERY PLAN

## LINCOLN ELEMENTARY SCHOOL

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# Restart & Recovery Plan

**Kennedy Elementary School**

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Appendix N
Scheduling of Students

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

A. School Day
   1. Grades K-5 – Meet from 8:20 a.m. to 1:15 p.m. everyday.
      Students will receive breakfast in the classroom. There is no lunch scheduled, as students will receive a Grab and Go lunch at 1:15 p.m.

   2. Grades 6-12 – Hybrid/In-Person Model
      Group A – Mondays & Thursdays – 8:20 a.m. – 1:15 p.m.
      Group B – Tuesdays & Fridays – 8:20 a.m. – 1:15 p.m.
      Wednesdays – Groups A/B – Alternate Weeks

B. Schedule / Time
   1. School will be in session for 180 days

   2. All school days will fulfill the instructional minutes required for a school day.
      a. For students, the elementary school day will begin at 8:20 a.m. and end at 1:15 p.m.
      b. Middle & High School will begin at 8:20 a.m. and end at 1:15 p.m.

   3. Teachers will be provided a 45-minute lunch at the end of the school day as well as common planning time/prep/office hours (insert schedule).

   4. Those teaching in the Virtual School will be required to follow the same hourly schedule for structured virtual learning and to participate in common planning activities via online planning meetings and professional development as noted in the district’s instructional plan.
C. Educational Program

- The district will implement and execute a hybrid/in-person school schedule consisting of both in person and distance learning. In compliance with directives set forth by the state of New Jersey all students will be eligible to participate in a distance learning only curriculum. In-person instruction will split scheduled classes into groups A and B who will report on alternate school days with Wednesday being a alternate learning day for all students. The hybrid/in-person schedule will allow students to meet the minimum standards set forth by the state of New Jersey in regards to instructional time.
- Student attendance will be monitored and recorded daily to ensure compliance with the 180 day school year requirement.
- Students eligible for support services through an IEP or 504 plan will continue to receive individualized accommodations for which they are eligible. Case managers and counselors will continue to assist staff and students in meeting the educational and emotional needs of the student population by utilizing all available resources.
- ELL eligible students will continue to be scheduled in courses that provide the additional language development services for which they are entitled. Testing will be conducted to ensure accurate course placement.
- The hybrid/in-person class schedule will accommodate the planning needs of staff members by giving them common planning time daily. This time can be used to cultivate future lessons, conduct follow-up with individual students, parents and support staff, pursue professional development, participate in district and school PLC’s, prepare virtual lessons or activities for Google Classroom etc.
Appendix O
Staffing

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

The Harrison School District has established itself as a cross-section of diverse teachers and learners, and we have responded to this pandemic as a united educational community to reach the needs of everyone in our school system. In terms of staffing and employee relations, the district’s Human Resources Department has initiated a series of protocols designed to support the various needs of staff members as we prepare to reopen in a hybrid/in-person environment in the fall. Staff and students who lack devices have been provided with working Chromebooks and we assist those without internet access by helping them connect to hotspots or otherwise linking them to internet service providers. The Human Resources Department will conduct several initiatives to ensure all staff and students who are in need of health accommodations are accounted for and provided opportunities to be successful during this unique timeframe.

- The district will continue to apply to all relevant employment laws, such as the ADA, HIPAA, and all other applicable state laws.
- Students who need accommodations due to health concerns will be provided opportunities to work remotely or have schedules adjusted to ensure they have equal opportunity to all learning provided in-person or online
- Schedules for each student will be consistent with district protocols, unique to grade level bands and accounting for special education students
- Teachers will maintain consistency for instructional materials and leverage technology to ensure students who are working remotely progress satisfactorily
- All mentoring of nontenured teachers will continue throughout the school year and will be differentiated based on the teachers’ individual needs
- The district will adhere to the Educator Evaluation Guidance that was provided as flexibility for the requirements for educator evaluation, which was provided in early May 2020 by the NJDOE
- The district will ensure all teachers are certified in the content area they are assigned to teach, and will continue to monitor and track progress toward certification as per the NJDOE guidelines for teachers seeking standard certification in subject areas

The hybrid/in-person learning model that the district is employing in this restart plan will be monitored by each school-based administrator, and supervised by Central Office Administration. All applicable health protocols and precautions will already be established, and all school personnel will have roles and responsibilities to ensure all elements of this Restart and Recovery Plan are implemented correctly.
RESTART & RECOVERY PLAN

- Principals/School Administrators:
  - Monitor entry screening of all students and staff, review and respond to daily parent questionnaires, and ensure distancing upon student arrival into the school
  - Schedule and monitor the movement of students and staff to ensure contact tracing is possible if/when a student or staff member becomes ill or tests positive
  - Ensure the proper flow of students and staff are visible and adhered to
  - Ensure all personal protective equipment are available, operational, and utilized in each instructional area of the building
  - Ensure the parent communication is consistent, and ensure all student confidentiality laws are adhered to if a student is exhibiting symptoms or receives a positive test result for the virus
  - Ensure the quality of education is the highest priority, during in-school instruction as well as online
  - Communicate effectively with staff and students, ensure all security drills are completed in a timely manner, and address health concerns immediately with district administration, the local health department, as well as parents

- Teachers:
  - During the first week, instruct students about the new procedures and routines for this new school year
  - Ensure in-person instruction is aligned with state and district academic and social/emotional standards for success
  - Ensure students who are working remotely have adequate classwork to complete in order to continue progressing in the curriculum
  - Monitor the students and report any symptoms of health issues in students
  - Communicate with parents regarding student progress
  - Report any personal virus symptoms to administration and adhere to health directives and/or quarantines

- Educational Services Staff Members:
  - Routinely monitor special education services via remote or hybrid/in-person to ensure the consistency of progress toward IEP goals and objectives
  - Meet virtually with parents to ensure compliance with special education code for annual meetings and to evaluate/reevaluate
  - Monitor and adjust educational programs/materials/instruction to account for students who struggle emotionally or behaviorally
  - Ensure that communication is consistent with building and district level administration
  - Create alternative online educational methods for specific students whose needs require it by adjusting the in-person or online instructional models

- Classroom Aides:
  - Monitor students’ academic and social/emotional progress to assist the process of teaching and learning
RESTART & RECOVERY PLAN

- Report any instances of health-related symptoms in students to the teacher, nurse or building administrator immediately
- Monitor bathroom visits and/or assist students by monitoring student social distancing while waiting
- Perform alternate duties that the building administrator or Superintendent may assign

- Substitutes:
  - The district regularly employs daily substitutes who will work in the absence of the classroom teacher, and this will remain the same as we reopen school in September
  - Teachers who are on a leave of absence will require long term substitutes, and those substitutes will perform all the duties that the regular teacher would

- Technology Personnel:
  - Coordinate with building principals and supervisors to ensure distribution and implementation of district chromebooks, iPads, and other devices
  - Ensure availability of wifi in all district buildings
  - Provide repair as needed of district devices
RESTART & RECOVERY PLAN

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.

Guidelines developed by the NJSIAA will be followed. Fall sports and the Marching Band will participate in the Summer Recess Period beginning August 10th and resume September 14th for the official start of fall sports.

THE FOLLOWING PROCEDURES MUST BE FOLLOWED PRIOR TO THE START OF PHASE 1

1. Student-athletes who presently have COVID-19, or who have tested positive for COVID-19, shall provide clearance from a physician before he/she will be permitted to participate in workouts.

2. Student-athletes who have pre-existing medical conditions and/or are immunocompromised (e.g., diabetes, asthma, auto-immune disorders, etc.) shall provide clearance from a physician before he/she will be permitted to participate in workouts.

3. The COVID-19 Questionnaire must be completed seven (7) days prior to the start of the first workout session. This form only needs to be completed one time. Any athlete that does not have a COVID-19 Questionnaire on file will not be permitted to participate in any workouts.

4. Districts shall develop COVID-19 protocols and procedures detailing, among other things, the name and contact information of the individual(s) who will be primarily responsible for responding to and addressing COVID-19 related issues; how it will conduct screenings (including administration of a screening questionnaire and temperate checks); how it will respond to a positive COVID-19 test or a student-athlete or coach who is symptomatic including, without limitation, contact tracing and a communication plan with parents, student athletes, coaches, and appropriate health authorities.

5. Districts shall examine their Emergency Action Plans and determine what changes, if any, may be needed to respond to emergencies, including those related to COVID-19.

6. Districts shall determine how they will handle and respond to the routine treatment and care of student-athletes who may be injured during workouts, including both on the field and in the training room.
RESTART & RECOVERY PLAN

CONDITIONS APPLICABLE TO ALL SPORTS DURING PHASE 1

1. **Pre-Screening:**

   a. Each district must designate school personnel to conduct daily pre-screening. This person cannot be involved in coaching student-athletes on the day they are tasked to conduct the pre-screening.

   b. To the fullest extent possible, districts should consider staggered arrival and departure times of student athletes.

   c. Each day all coaches, student-athletes, and staff must clear the pre-screening process before they are permitted to participate in the workouts.

   d. The pre-screening process will consist of a review of the pre-screening questionnaire, which shall be completed and provided to designated school personnel, and a temperature check.

   e. Any individual who answers “yes” to any question on the questionnaire, or who has a temperature greater than 100.4°F, shall not be permitted to participate in the workout and shall be required to return home.

   f. Any Individual who answers “yes” to any question on the questionnaire shall be required to provide clearance from a physician before they will be permitted to resume participation in the workouts.

2. **Workouts:**

   a. Workouts shall be no more than ninety (90) minutes in duration and shall include a ten (10) minute warm-up, and a ten (10) minute cool down.

   b. Only one workout per day is permitted and there must be one (1) day of rest per every seven (7) days.

   c. All workouts shall take place outside during PHASE 1.

   d. Access to workouts must be limited to student-athletes, coaches, and appropriate school personnel.

   e. There shall not be any physical contact, of any kind, between student-athletes and coaches during PHASE 1.

   f. Throughout PHASE 1, workouts shall be limited to conditioning, skill sets, and sport-specific non-contact drills.

   g. Coaches should have pre-drawn structured workouts for the duration of the session.

   h. Workouts shall always comply with the NJSIAA Heat Participation Policy.
i. Student-athletes should be provided with unlimited access to fluids.

During all workouts, coaches and staff are reminded to be alert for any students exhibiting signs of distress regarding mental health secondary to the COVID-19 pandemic.

3. **Face Coverings:**

   a. Student-athletes who are engaged in high-intensity aerobic activity, e.g., running, sprinting, etc., do not need to wear face coverings during the period of the aerobic activity. Once the aerobic activity is over, student athletes shall wear face coverings.

   b. Student-athletes who are not engaged in high-intensity aerobic activity, e.g., sitting on the bench, reviewing plays, watching videos, waiting in line, etc., are required to wear face coverings.

   c. Coaches and district personnel are required to wear face coverings at all times.

4. **Groupings/Social Distancing:**

   a. No more than ten (10) student-athletes may be grouped together in a single area and the groups should be predetermined by the coach prior to the start of the workout.

   b. Social distancing of at least six (6) feet shall be maintained between student-athletes and staff at all times, including within the ten (10) student-athlete groupings.

   c. Once student groupings are determined, student-athletes may not switch to another grouping, even for another sport.

   d. More than one group of student-athletes can be in a single area, provided there is twelve (12) to eighteen (18) feet between each group of student-athletes.

   e. Groupings must stay together throughout the entirety of PHASE 1.

      f. There shall not be celebratory contact, e.g., fist bumps, high-fives, huddles, etc.

      g. Student-athletes who participate in more than one sport are encouraged to be grouped with their fall sports teammates.

5. **Sports Equipment:**

   a. Sports equipment shall not be shared at any time during PHASE 1.

   b. Each student-athlete shall bring individual water bottles to each workout for his/her own personal consumption. There shall not be any trading or sharing of water bottles.
c. All sports equipment and touchpoints (e.g., benches, agility cones, ladders, clipboards, etc.) must be cleaned and disinfected after each workout with EPA approved cleaners and disinfectants against COVID-19.

6. **Locker Rooms/Restrooms:**

a. Student-athletes shall not have access to locker rooms at any time unless needed for restroom access.

b. Restrooms shall be cleaned and disinfected regularly with EPA approved cleaners and disinfectants against COVID-19.

c. Restrooms use shall be limited to one person at a time.

d. To the fullest extent possible, appropriate social distancing shall be maintained and face coverings are required.

7. **Hygiene:**

a. Students and staff should make every effort to wash their hands as often as possible including before and after the workout.

b. Hand sanitizer shall be accessible at all times.

c. Student-athletes shall wear their workout gear to the workout and shall return home in the same workout gear.

d. There shall be no spitting, chewing seeds or gum during the workout.

**FREQUENTLY ASKED QUESTIONS**

1. **Why does this guidance differ from the guidelines issued by the New Jersey Department of Health?**

   - Because student-athletes have not been actively engaged in interscholastic sports, whether in practice or games, since earlier this year, there are significant concerns that student-athletes may be severely deconditioned, and high-intensity workouts could result in avoidable injuries or other health issues. As a result, and to ensure the health and safety of student-athletes to the fullest extent possible, the NJSIAA’s Medical Advisory
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Task Force believes it is most medically appropriate to recondition student-athletes before beginning rigorous workouts during the summer months. There is no urgency or immediacy for interscholastic sports to begin contact workouts or games, therefore, with the benefit of this additional time, greater precautions can be taken in the near term.

- Recent media reports have also demonstrated that, despite restrictions, return to sports at both the college and professional levels has been linked to an increased number of confirmed COVID-19 cases. As New Jersey is the most densely populated state in the country, we must implement and abide by even more rigorous restrictions as we reopen. If we do not do this, the likelihood of a spike is greater and could cause more restrictive, as opposed to less restrictive, conditions on all New Jersey residents.

2. How long will PHASE 1 be in effect?

- It is anticipated that this PHASE will continue for approximately two (2) weeks, or from July 13, 2020, through July 26, 2020. Progression to the next PHASE will be dependent upon directives from the Governor and changes in the prevalence of COVID-19 throughout the State.

3. When will the PHASE 2 guidance be released?

- The NJSIAA’s Medical Advisory Task Force is finalizing the next PHASE of guidance. It is anticipated that the next PHASE of guidance will be released at least two (2) weeks prior to the start of the next PHASE.

4. What kind of supplies will the district need?

- Thermometer for temperature screenings • Hand sanitizer • EPA approved cleaners and disinfectants against COVID-19 • Face coverings • Disposable gloves

5. Why is it required that the COVID-19 Questionnaire be completed and submitted seven (7) days prior to the start of the summer recess period?

- Potential risks of cardiac injury caused by COVID-19 infection warrants a cautious return to play for active people and competitive athletes. Significant cardiac damage has been observed in about 25% of severely ill patients with COVID-19 which is much higher when compared with the other viral infections.

- Myocarditis (heart muscle inflammation) caused by the virus invading the heart muscle cells could result in cardiac dysfunction, abnormal heart rhythms, and death. This can be determined by blood tests looking for elevated heart muscle enzymes or abnormalities on EKG or ECHO (heart ultrasound).
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- In the acute phase of the infection, exercise could result in accelerated viral replication, increased inflammation, and heart muscle damage.

- Therefore, it is imperative that we identify students that have been diagnosed or potentially exposed to COVID-19 using the COVID Questionnaire.

6. What kind of screening questionnaire needs to be administered?

- A recommended template for the screening questionnaire will be made available to all schools. Districts can determine the best means (electronic or paper) and platform (Survey Monkey, Microsoft Teams, etc.) to administer the screening questionnaire. Screening questionnaires must be completed prior to arriving on school grounds.

7. How can temperature screenings be conducted?

- Districts may determine the most effective way to conduct temperature screenings. If districts are unable to purchase a thermometer, consideration may be given, among other things, to observing a parent/guardian take the temperature of a student-athlete (with a thermometer from the student’s home) in the presence of district personnel.

8. Why are groupings limited to 10 student-athletes?

- As New Jersey is the most densely populated state in the country, and New Jersey has one of the highest rates of confirmed COVID-19 cases in the country, the NJSIAA’s Medical Advisory Task Force believes it is most medically appropriate to initially limit the size of student groupings. In this way, if a student tests positive for COVID-19, the universe of other potential confirmed cases will be limited. As the weeks progress, the size of student groupings will increase appropriately.

9. If groupings are limited to 10 student-athletes, does that mean that no more than 10 people from a team may be at a single practice?

- No, there can be multiple groupings from the same team at the same practice. However, the total number of student-athletes that may be at the same practice is limited by the parameters of the Governor’s Executive Orders.

10. What is the protocol/procedure for student-athletes who need to use the restroom?

- The number of student-athletes who will be permitted to use the restroom at the same time will vary by district and will depend on the size and capacity of each district’s restrooms, including the number of stalls and sinks in each restroom. To the fullest extent possible, appropriate social distancing shall be maintained and face coverings are required. Restrooms should be cleaned and disinfected with EPA approved cleaners and disinfectants against COVID-19 as often as possible throughout the day, but at least daily.
11. After a parent/guardian (or another adult) drops off a student-athlete, can he/she remain on school grounds?

• After a student-athlete completes the screening questionnaire and temperature screen process, the individual who provided transportation for the student-athlete should leave the facility immediately.

• However, if an issue occurs during the workout, and a parent/guardian is called back to the facility by a coach or other district personnel, they should return as soon as possible. Any parent or guardian asked to come to the facility are required to wear face coverings and shall comply with social distancing requirements.

Phase I Clarifications:

Phase 1 of the summer session workouts must be of 2 weeks duration in groups of 10 or fewer athletes for the following reasons

This phase allows to recondition athletes after the extended break from the stay at home orders and virtual workouts. The two-week period will allow adequate time to establish cardiovascular and strength progressions and attempt to contain possible infection of COVID-19.

In light of the fact that the prevalence of COVID-19 varies by state, and New Jersey’s numbers are declining while numbers from other states are rising, the Governor has issued an incoming travel advisory that all individuals entering New Jersey from states with a significant spread of COVID-19 should quarantine for 14-days after leaving that state. In the event that a student-athlete chooses to travel to one of the “hot spot” states, the district administration should advise the student-athlete that he/she cannot return to workouts until after a fourteen (14) day period of quarantine has been observed. The link below will provide you with the most up to date list of “hot spot” states.

https://covid19.nj.gov/faqs/nj-information/general-public/which-states-are-on-the-travel-advisory-list-are-there-travel-restrictions-to-or-from-new-jersey

The rationale for the 14-day quarantine decision by the Governor is the same rationale behind the necessity of the Phase One return to training as it is an attempt to contain possible infection of COVID-19. As an infected athlete may not present with signs or symptoms of COVID-19 until 10-14 days after exposure, the use of small groups in the beginning phase of training decreases the possibility of viral transmission to an entire
team and attempts to limit that exposure to the other athletes within his/her small group. Thus, if exposed, only one small group would need to self-quarantine for 2 weeks rather than the necessity to self-quarantine an entire team for 2 weeks.

Phase 1 – Clarifications for the 14-day workout cycle:

1. The 14-day count starts on the first practice day you start.
2. Only one workout per day is permitted
3. There must be a minimum of 2 practices for every 7 days totaling 4 practices
4. The maximum number of practices is 6 for every 7 days totaling 12 practices
5. There must be one (1) day of rest per every seven (7) days.
6. Workouts shall be no more than ninety (90) minutes in duration and shall include a ten (10) minute warm-up, and a ten (10) minute cool down.
7. All workouts shall take place outside during PHASE 1.

Phase 1 – Clarifications for missing a practice:

1. It is imperative that all athletes start on day 1 (workout #1) of the schools/programs decided start date as that is when the calendar clock starts.
2. If a student-athlete misses workout #1, then their 14-day count will not start until they show up for their first workout and must be separated from the pods that started on time.
3. If a student-athlete misses any workout after workout #1, their 14-day count is still in effect assuming they clear their next screening process.
4. Any student-athlete traveling to a COVID “hot spot” will need to quarantine for 14 days.
5. Coaches must stress the importance of attending all workouts during phase 1.

Procedure for student-athletes/coaches that are symptomatic or have tested positive for COVID-19
1. A Student-athlete has signs or symptoms of COVID-19
   a. Student-athlete must self-quarantine and contact their doctor for further instructions.
   b. A return-to-play note from a DO or MO must be completed before the student-athlete may return to workouts.
   c. The related pod will be permitted to continue until results are known of the symptomatic student-athlete.
   d. All members of the related pod must be extremely vigilant in checking for signs or symptoms multiple times a day.

2. A Student-athlete has tested positive for COVID-19
   a. Student-athlete must self-quarantine for 14 days from the date of the positive test and follow their doctors’ orders.
   b. All members of the related pod must self-quarantine for 14 days from the date of the last exposure and follow their doctors’ orders.
   c. A return-to-play note from a DO or MO must be completed before all student-athletes of the related pod may return to workouts.

3. A Coach has signs or symptoms of COVID-19
   a. The coach must self-quarantine and contact their doctor for further instructions.
   b. A return-to-play note from a DO or MO must be completed before the coach may return to workouts.
   c. The related pod will be permitted to continue until results are known of the symptomatic coach.
   d. All members of the related team/pod must be extremely vigilant in checking for signs or symptoms multiple times a day.

4. A coach has tested positive for COVID-19
   a. The coach must self-quarantine for 14 days from the date of the positive test and follow their doctors’ orders.
b. If the coach was not directly engaged in a particular pod, and just supervised workouts while maintaining proper social distances and wearing a mask, then the team and pod may continue if other coaches are available.

c. If the coach was directly engaged in a particular pod, then all members of the related pod must self-quarantine for 14 days from the date of the last exposure and follow their doctors’ orders.

d. A return-to-play note from a DO or MO must be completed for all coaches and student-athletes that were forced to quarantine before they may return to workouts.

5. Only a Doctor of Osteopathic Medicine (DO) or a Doctor of Medicine (MD) can clear athletes or coaches for summer workouts concerning COVID-19 signs, symptoms, and history.

6. It is the responsibility of the testing facility to notify the local agency of a positive test. The local agency will begin the contact tracing procedure.

Phase 1 – Clarifications for the use of balls:

In light of a recent uptick in COVID-19 cases throughout the State, and because the Governor has slowed the State’s reopening progress, the NJSIAA is, out of an abundance of caution, revising its guidance regarding the permissible use of balls during Phase 1. More specifically, and although balls may still be used in Phase 1, they may only be used by individual student-athletes and cannot be shared between student-athletes even within their 10 person pods. This revision is being made to ensure, to the fullest extent possible, the health and safety of all student-athletes, and to limit the spread of COVID-19.

The following sports may pass the ball back and forth during phase 1 as long as it is incorporated into conditioning drills and only one person in the pod handles the ball.

- Soccer (no heading)
- Field Hockey
- Lacrosse
- Ice hockey
- Tennis
Phase II Guidelines:

Rationale:

The 14-day period during Phase 2 allows for increased team activities as it pertains to skills and drills development and permits schools to use indoor facilities if approved by the school district. Once individual pods of student-athletes have successfully completed Phase 1 and providing that there has not been a significant change in health conditions indicating otherwise, progression to Phase 2 is medically appropriate. Larger groups of student-athletes are permitted during Phase 2 because the individual pods have worked out together without a confirmed case of COVID-19 in a two-week period.

Phase 2 allows the pods from phase 1 to be combined into a pod of 25-30 student-athletes. Student athletes will be permitted to share sports equipment within their newly formed pod only. Limiting the sharing of equipment to pods will, as in Phase 1, help to control the spread of COVID-19. It is imperative that all sports equipment be cleaned and disinfected in accordance with applicable guidelines.

Screening:

No Additions - follow general guidelines.

Positive COVID-19 Procedure:

No Additions – follow general guidelines.

Workouts:

1. Phase 2 allows for increased team activities as it pertains to skills and drills development and permits schools to use indoor facilities if approved by the school district.

2. Workouts shall be no more than one hundred twenty (120) minutes in duration and shall include a ten (10) minute warm-up and a ten (10) minute cool down.

3. Phase 2 will last two (2) weeks from the date of the first workout.

4. Only one workout per day is permitted during Phase 2.

5. There must be a minimum of 2 practices for every 7 days totaling 4 practices.

6. The maximum number of practices is 6 for every 7 days totaling 12 practices.
7. There must be one (1) day of rest per every seven (7) days.

8. For indoor workouts, care should be taken to provide good air circulation.

9. Weight Room Guidelines.
   a. Resistance training should be limited to body weight, sub-maximal lifts, and use of resistance bands.
   b. Maximum lifts should be limited, and power cages should be used for squats and bench presses. Revised 7/17/20
   c. Weight room touch points must be cleaned both before and after use by teams and specific equipment cleaned after each athlete's use.
   d. Appropriate clothing should be worn in the weight room to minimize sweat transmission to surfaces.
   e. Any exposed foam or porous surfaces should be adequately covered.

**Face Coverings:**

No Additions - follow general guidelines.

**Pods:**

1. The pods from phase 1 can be combined into a pod of 25-30 student-athletes.

2. All movements must be tracked to ensure all student-athletes in a given pod are in the same Phase.

3. For outdoor workouts:
   a. More than one pod of student-athletes can be in a single area, provided there is twelve (12) to eighteen (18) feet between each pod.

4. For indoor workouts:
   a. The total number of pods permitted will be determined by the size of the area and by calculating the maximum number of student-athletes and coaches that can maintain 6 feet of social distancing at all times.

5. For indoor workouts in the weight room:
   a. The maximum number of student-athletes in a weight training pod is 10.
b. The total number of pods permitted will be determined by the size of the area and by calculating the maximum number of student-athletes and coaches that can maintain six feet of social distancing at all times. Pods must stay together throughout the entirety of Phase 2.

6. Consider using marks on the floor to maintain social distancing for all indoor workouts.

**Sports Equipment:**

1. Balls may be used throughout Phase 2 as part of the workouts.

2. Balls can be dribbled, passed, caught, thrown, punted, handed off, etc. within their pods only.

3. All other equipment, like sticks, rackets, bats, etc. may be used if they are the student-athletes personal equipment and should not be shared.

4. Football & Lacrosse helmets may be worn during Phase 2, but mouth guards are prohibited.

5. Field Hockey goalie equipment may be worn, including the helmet during phase 2.

6. All sports equipment and touchpoints (e.g., balls, benches, agility cones, ladders, clipboards, etc.) must be cleaned and disinfected between users and after each workout with EPA approved cleaners and disinfectants against COVID-19.

**Locker Rooms/Restrooms**

No Additions - follow general guidelines.

**Hygiene**

No Additions - follow general guidelines.

**Forms**

No Additions - follow general guidelines.

**Model I Fall Sports**

The NJSIAA Sports Advisory Task Force is pleased to announce its current plan for the fall sports season – “Model I – Delayed Fall Season.” However, the Task Force is
devising multiple contingency models should there be a need to pivot as school-related and health-related circumstances evolve.

NJSIAA will continue to monitor health-related circumstances throughout the summer and will continue communicating with the Department of Education on a regular basis. NJSIAA will also continue to track the Governor’s directives regarding sports activities and will consult with the necessary governmental agencies. If there is a change in the Governor’s Road Back, Restart and Recovery Plan for Education regarding in-person schooling in the fall, the NJSIAA will be equipped with contingency plans.

At this point, NJSIAA is prepared to proceed with Model 1 – Delayed Fall Season, as outlined below. This plan is designed to give school administrators time to safely reopen schools and to begin planning for a fall sports season. We all recognize the fluidity of the COVID-19 pandemic and realize that conditions are changing regularly. We will continue to provide updates on all potential plans as timely as possible to ensure schools, leagues and conferences have time to adapt. Any decision to move away from Model 1 – Delayed Fall Season will be made no later than the end of the summer recess period, August 28th.

Sports Advisory Task Force Guiding Principles: The members of the Sports Advisory Task Force believe that participation in athletics enhances the educational experience of all students. The principles below serve to help guide committee members in their decision-making process.

1. Ensure the health and safety of all student-athletes. 2. Re-engage all student-athletes as soon as possible for their social, emotional and mental well-being. 3. Maximize participation across all sports and all student-athletes. 4. Keep competition as local as possible for as long as possible. 5. Develop multiple return-to-play models to minimize the risk of a cancelled season. 6. Maintain the ability to pivot to back-up plans when deemed necessary. 7. Minimize potential impact on the spring season. 8. Minimize the importance of post-season, state-wide championships.

Summer Recess Period: The NJSIAA summer recess period will run from Monday, July 13th, through Friday, August 28th. Participation in the summer recess period is optional and districts may choose which date to start. Summer recess workouts will run according to the guidelines issued by NJSIAA and the Medical Advisory Task Force. All schools participating in the summer recess workouts must start with the Phase 1 guidelines regardless of their start date. Please refer to the NJSIAA website for further information on these guidelines for the summer recess period: https://www.njsiaa.org/.

The Medical Advisory Task Force guidelines are only applicable to the summer recess period. Once regular season practices commence on September 14th, all practices will be run in accordance with local school district policies. The Medical Advisory Task Force guidelines are consistent with research-based best practices used throughout the country at all levels of competition including both the professional and collegiate levels.
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Model 1 – Delayed Fall Season:

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Model 1 Rationale:

The Task Force recognizes that returning to school is the main priority and that all student-athletes should acclimate to the classroom before they begin their fall sports season. By delaying the start of practices until after the school year begins, schools will have the opportunity to open their buildings and work through the logistics of their modified school day before extra-curricular activities start. By reducing the length of the season, student-athletes will not only have the opportunity for participation but will have more time to focus on their academic requirements. Leagues and conferences have the ability to amend their schedules for regular season competitions with a focus on keeping athletics local. There is no model that eliminates all risks, but a reduced season will naturally lead to a reduced amount of competition, which minimizes the risk of infection or spread by exposure to many different teams and schools.

The COVID-19 pandemic has affected every school district differently. This fall season will focus on providing athletic opportunity, engagement and participation – not winning championships. In order to focus on the Restart of School and to level the playing field athletically, there will be no state-wide, postseason competition under this delayed start model.
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Virtual Contact Period:

From Saturday, August 29th, through Sunday, September 13th, FALL coaches only may have virtual contact with their student-athletes. Therefore, there may be no in-person practices, scrimmages or games during this time.

Scrimmages:

Schools will have the opportunity to participate in one pre-season scrimmage with a neighboring school. The scrimmage may occur any time within seven days of the regular season start date for that sport. When possible, schools are encouraged to participate in intra-squad scrimmages and utilize officials to provide additional preseason preparation.

Post-Season:

The NJSIAA will strive to open post-season participation to any school wishing to participate. However, there will be no singles or doubles tournament in girl’s tennis.

Seeding committees will be convened for each sport in order to reduce the reliance on power points and other ranking systems. Objective data may be reviewed by the seeding committee, but it will also consider school location and other criteria.

Thanksgiving football games will be permissible after Sunday, November 22nd, at each school’s discretion. Otherwise, no other fall sports competition will be allowed after this date.

Out of State Competition: Any out of state competition must be approved by the NJSIAA. Please submit a request to the NJSIAA Assistant Director in charge of the sport at least 2-weeks prior to the competition date. Also, League & Conference approval must be solicited and noted in the request to the NJSIAA.

Transfers:

Any student-athlete that is subject to a transfer sit-period will be eligible for participation on Thursday, October 15th. This eligibility date is applicable to every fall sport.
# Chart of Additional Resources

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### Continuity of Learning

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## RESTART & RECOVERY PLAN

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RESTART & RECOVERY PLAN

Kennedy Elementary School

Re-Entry Plan

July 2020
## Restart & Recovery Plan
### Pandemic Response Team: Kennedy School

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Subcommittee</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
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<tr>
<td>TBD</td>
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# RESTART & RECOVERY PLAN

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<tr>
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- Classroom Testing/Therapy Rooms
- Social/Emotional
- Classroom Testing/Therapy Rooms
## RESTART & RECOVERY PLAN

### Subcommittees: Kennedy School

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### 1. General Health and Safety Guidelines (pp. 17-18)

- In all stages and phases of pandemic response and recovery, schools must comply with Center for Disease Control (CDC), state, and Local Guidelines.
- Schools must also provide reasonable accommodations for staff and students at higher risk for severe illness and promote behaviors that reduce spread, such as social distancing, frequent hand washing, and the use of face coverings.

**Kennedy Elementary School Plan:**
- Face coverings are required by staff when in the building at all times.
- Face coverings are required for students and 6 feet distance at all times.
- All students must wear masks when moving around the classroom or in the hallways.
- All visitors (will be kept to a minimum) must wear masks. Virtual meetings will be used as an alternative.
- Staff and student temperatures will be scanned upon entry to Kennedy School. Screeners will be located at all entrance doors.
- Bell Schedule included. Master Building Schedule TBD
- Staggered start and egress times TBD
- Students must sanitize their hands upon their arrival at school

### 2. Classrooms, Testing, and Therapy Rooms (pp. 18-21)

- Schools and districts must allow for social distancing to the maximum extent possible.
- Face coverings are required for students, staff, and visitors. Face coverings are always required for visitors and staff unless it will inhibit the individual’s health.
- School districts must also minimize use of shared objects, ensure indoor facilities have adequate ventilation, prepare and maintain hand sanitizing stations, and ensure students wash hands frequently.

**Kennedy Elementary School Plan:**
- Protective barriers will be used to protect student and staff desks.
- Social distancing in the classroom, 6 feet apart, and/or masks and includes 6 feet radius.
- All desks facing same direction.
- Kindergarten and First Grade students will attend school five days per week for a single session day from 8:20 a.m. to 1:15 p.m.
- For parents choosing remote learning, instructions will be given to parents/students for the same.
- Building will be cleaned and sanitized throughout each day after school. On-going cleaning and disinfecting will also take place during the day.
- Teachers will transition into classrooms with minimal student movement between
RESTART & RECOVERY PLAN

- classrooms (exceptions: recess, special education classes, ESL classes, physical education classes.)
- Students will carry their personal school supplied and water bottles to their pull out services. Desks will not be used to store personal items.
- All students must wear masks when moving around the classroom or in the hallways.
- No shared objects, toys, devices, books, games, etc. unless items can be disinfected.
- Keep student belongings separated utilizing their backpacks, Ziploc bags, and/or labeled containers.
- Allow minimum mixing between groups/cohorts.
- Building is air conditioned.
- Windows can be opened for ventilation but due diligence must be undertaken to ensure student safety.
- Air handlers (fresh air feeds) cannot be shut off, even in the winter.
- Hand sanitizers in classrooms; sanitizing stations will be strategically placed around the building.
- Existing sinks must be fitted with soap and paper towels.
- Students must wash their hands for a minimum of 20 seconds before eating, after the bathroom, upon arrival at school, and after blowing their nose/coughing/sneezing.
- Avoid group learning activities such as guided reading circles.
- Can implement various instructional strategies by maintaining social distance; more details to follow from Director of Curriculum.
- Cleaning supplies have been ordered.
- Wipes and hand sanitizer can be used if soap and water are not available.
- Build in the practice of handwashing throughout the days and during transition times.

Technology:
- Connection for teacher’s individual laptops to connect to SMARTboards when switching classrooms
- SMARTboard sanitation for teacher use
- Students will use their own Chromebooks. No sharing of laptops or any other devices.

3. Transportation (pp.21-23)

- School districts should maintain social distancing practices on buses to the maximum extent practicable and adopt best practices for cleaning and disinfecting all vehicles used for transporting students.
- All students must wear face coverings while on buses.

Kennedy Elementary School Plan:
- Students are not transported to and from school. No field trips will take place during these times.
- If transportation becomes necessary for any student, student will be screened upon entry to school building.
# Restart & Recovery Plan

## 4. Student Flow, Entry, Exit, and Common Areas (pp. 23-24 and Appendix for Maps)

- School district reopening plans should establish the process and location for student and staff health screenings.
- This should include providing 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.
- Even with adequate physical distancing, face masks are required of all students, staff and visitors.

### Kennedy Elementary School Plan:
- 9/8 and 9/9: Staff Professional Development Training (i.e. Re-Entry)
- 9/10 and 9/11: One full grade level per day will report in person to meet teachers: health and safety rules/regulations/behavior expectations will be established then: schedule TBD at District Level
- Temperature screenings upon entrance of all who enter the building at their designated grade level entrances
- Preschool entrance procedures- students will enter classroom directly from North Fifth Street side of building
- Students will enter the building and proceed directly to their classrooms via the designated traffic flow patterns
- Concrete marked for social distancing and lining up
- Multiple sanitizing stations at the entrance doors
- Staggered arrival and exit times- schedules TBD
- Hallways will have social distancing markers and students must wear masks when walking in the hallways
- Face masks are required for students when moving around the classroom and hallways.
- CDC signs and route signs will be hung around the building.
- As per the guidelines, barriers are needed for secretaries and security staff.
- Plexiglass barriers to be fabricated and installed in the main office.
- Stagger release time in the hallways.
- Exit procedures with grab and go lunch
- No students chaperoned to the nurse by other students. Procedures TBD with the school nurse.
- Sanitizing wipes provided for copy machines and in all classrooms and work areas.

## 5. Screening, PPE, and Response to Students and Staff Presenting Symptoms (pp. 24-27)

- School districts must adopt a policy for safely and respectfully screening students and employees for symptoms of and history of exposure to COVID-19
- Students and Staff with symptoms related to COVID-19 must be safely and respectfully isolated from others
- If a school district becomes aware that an individual who has spent time in a district

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Kennedy Elementary School Plan:

- Staff and student temperatures will be scanned upon entry into Kennedy School with screeners located at the Washington Street and North Fifth Street entrances.
- A security guard and school personnel will be stationed at the main doors during entrance time and then to monitor temporal screening and then will be positioned at the front door for the rest of the day.
- Anyone entering the building must have their temperature checked by security guard or main office staff before being granted permission to enter.
- Visitors will be kept to a minimum (by appointment only.)
- If necessary, visitors should bring their own pens to sign in or out; we can have wipes available in the event a person arrives without one (some doctors’ offices are doing this.)
- Students and staff should stay home if they are exhibiting signs of COVID-19 listed below. Notify the nurse’s office if you suspect that a child is exhibiting COVID-19 symptoms:
  - A fever of 100.4°F or greater
  - Cough
  - Shortness of breath or difficulty breathing
  - Chills
  - Repeated shaking with chills
  - Muscle pain
  - Headache
  - Sore throat
  - New loss of taste or smell
  - Fatigue
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea
- Teachers must call the nurse’s offices before sending students.
- Young students will be accompanied by a staff member when being brought to the nurse’s office.
- Partitions will be needed in the nurse’s office for prevention of contamination.
- Separate sick rooms will be needed for students with symptoms that are awaiting pick up.
- More determinations to be made at the District Level with the assistance of the school nursing staff.

6. Contact Tracing (pp. 27-28)

- Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19.
- All school district administrators, school safety specialists, counselors, and any other
### RESTART & RECOVERY PLAN

- Staff deemed appropriate by the school district, should be provided with the information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease.
  - School districts should collaborate with the local health department and engage their school nurses to develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing.

**Kennedy Elementary School Plan:**
- TBD at District Level

### 7. Facilities Cleaning Practices (pp. 28-30)

- School districts 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.
  - School districts must also develop a schedule for increased routine cleaning and disinfecting, especially of frequently touched surfaces and objects, and New Jersey Department of Education (nj.gov/education) recommends sanitizing bathrooms daily and between use as much as possible.

**Kennedy Elementary School Plan:**
- Kennedy School has sanitizing machines
  - Ensure all bathroom areas have soap and paper towels throughout the day.
  - Hand sanitizers in classrooms; sanitizing stations will be strategically placed around the building.
  - As per the guidelines, custodians need to clean hallway walls.
  - Detailed cleaning schedules will be determined by district staff along with building level administrators and head custodian.
  - It is recommended that 2 students at a time are allowed in the bathrooms. Kindergarten students will use the bathrooms within their classrooms.
  - Bathroom and handwashing schedule TBD.

### 8. Meals (pp. 31)

- If cafeterias or other group dining areas are in use, school districts must stagger eating times to allow for social distancing and disinfecting of the area between groups.
  - Additionally, districts must discontinue family-style, self-service, and buffet-style dining and maintain social distancing.
  - Cafeteria staff must wash their hands immediately after removing gloves and after directly handling used food items.

**Kennedy Elementary School Plan:**
- Students will receive breakfast and snacks within their classrooms daily.
  - Students will receive Grab and Go lunch upon school dismissal.
  - Students must bring their own water bottles.
### 9. Recess/Physical Education (pp. 31)

- School districts must complete an inventory of outdoor spaces and mark off areas to ensure separation between students.
- Recess must be staggered by groups and staff must disinfect playground equipment and other shared equipment between uses.
- School districts should also consider closing locker rooms and encouraging students to wear comfortable clothing and safe footwear to school so they can participate in physical education classes without needing to change.

**Kennedy Elementary School Plan:**
- K-1 Staggered Recess/Schedule TBD
- Gym 6 feet apart, floor taping required.
- Ideally, no sharing of equipment; therefore, it is recommended to rotate the equipment for each class.
- If shared, clean & disinfect between each use.
- Always wash hands immediately after outdoor recess/activities.
- Areas of use will be marked off by cones or tape to create social distances.
- Monitoring to ensure students remain separated.
- Enforcing social distancing and wearing masks.
- Cleaning/disinfecting any equipment used before the next cohort arrives.
- Enforcing handwashing requirements without creating new issues related to students congregating in restrooms.
- Grid on the concrete for social distancing
- Low impact activities
- Designate an area for students that cannot participate in recess

### 10. Extracurricular Activities and Use of Facilities Outside of School Hours (pp. 31-32)

- All extracurricular activities must comply with applicable social distancing requirements and hygiene protocol. External community organizations that use school facilities must follow district guidance on health and safety protocols.
- In addition to taking these steps to protect students’ and educators’ physical health, leaders must also consider the impact of social isolation on both educators and students.

**Kennedy Elementary School Plan:**
- TBD at District Level
RESTART & RECOVERY PLAN

Social-Emotional Learning (SEL) and School Climate and Culture (pp. 32-39)

- Re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. To this end, school districts are encouraged to thoughtfully plan around the well-being of educators so they can support the social and emotional well-being and learning needs of their students, acknowledge and prepare for the potential trauma that staff and students have faced during the COVID-19 school closures, and recognize and empower educators’ and staff’s strengths.

- Multi-Tiered Systems of support (MTSS)- MTSS is a systematic approach to prevention, intervention, and enrichment in grades PK-12 for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support. In partnership with leaders and educators from districts experienced with implementing MTSS the NJDOE identified universal screening, collaborative problem-solving teams, family engagement, and data-based decision making as critical components for districts moving toward MTSS.

Kennedy Elementary School Plan:
- TBD

Wraparound Supports (pp. 39-43)

- 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.

- These include mental health support, primary health and dental care, family engagement, expanded before-school and after-school and summer learning time, and mentoring programs.

Kennedy Elementary School Plan:
- TBD at District Level

Food Service and Distribution (p. 43)

- School meals are critical to student health and well-being, especially for low-income students, and the NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of New Jersey’s approximate 1.4 million students during all phases of school reopening.

- The Department is working with the Departments of Agriculture and Health to ensure that school district concerns related to food service are addressed as more guidance is made available.

Kennedy Elementary School Plan:
- TBD at District Level
### Quality Child Care (p. 43)

- Child care will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families that otherwise would not utilize child care will now require it. The NJDOE encourages schools to involve child care providers in planning meetings, communicate the school’s modified schedule to local child care providers, and plan to transport students from school to child care facilities.

**Kennedy Elementary School Plan:**
- TBD at District Level

### Pandemic Response Team Implementation Strategy

#### Communication (p. 53)

- Clear and consistent communications with stakeholders are vital to successful implementation.
- Establish a single point of contact for information and ensure that it is regularly maintained, with outdated information removed to ensure that messaging remains clear to all stakeholders.
- Recognizing that flexibilities in implementation come with unique challenges, craft a strong communications plan to share strategies and rationale with parents and other members of the community.

**Kennedy Elementary School Plan:**
- Information will be communicated through School Messenger phone calls and emails and on the Kennedy School website.

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**Lincoln Elementary School**

**Re-Entry Plan**

**July 2020**

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## RESTART & RECOVERY PLAN

### Pandemic Response Team: Lincoln School

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Subcommittee</th>
<th>Email Address</th>
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<tbody>
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## RESTART & RECOVERY PLAN

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<th>Position/Role</th>
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<tbody>
<tr>
<td>Lauren Carter</td>
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<tr>
<td>Dawn Leahy</td>
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<tr>
<td>Tim Keegan</td>
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## RESTART & RECOVERY PLAN

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<tr>
<td>Jackie Lyons</td>
<td>Pomptonian</td>
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<td>Nicole Soltis</td>
<td>Pomptonian, Parent</td>
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<tr>
<td>Jennifer Dias</td>
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<tr>
<td>Inna Cruz</td>
<td>2nd Grade Parent</td>
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# RESTART & RECOVERY PLAN

## Subcommittees

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# Restart & Recovery Plan

## Re-Entry Plan Components

### Conditions for Learning

<table>
<thead>
<tr>
<th>1. General Health and Safety Guidelines (pp. 17-18)</th>
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<tr>
<td>• In all stages and phases of pandemic response and recovery, schools must comply with Center for Disease Control (CDC), state, and Local Guidelines.</td>
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<tr>
<td>• Schools must also provide reasonable accommodations for staff and students at higher risk for severe illness and promote behaviors that reduce spread, such as social distancing, frequent hand washing, and the use of face coverings.</td>
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**Lincoln School Plan:**

- Face coverings are always required for staff when in the building.
- Face coverings will always be required for students when in the building.
- All students must wear masks when moving around the classroom or in the hallways.
- All visitors (will be kept to a minimum) must wear masks. Virtual meetings will be used to the greatest extent possible.
- Staff and student temperatures will be scanned upon entry to Lincoln School. Screening sites will be located at all building entrances.
- Bell Schedule included. Master Building Schedule TBD
- Staggered start and egress times TBD
- Students must sanitize their hands upon their arrival at school.

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<tr>
<th>2. Classrooms, Testing, and Therapy Rooms (pp. 18-21)</th>
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<tr>
<td>• Schools and districts must allow for social distancing to the maximum extent possible.</td>
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<td>• Face coverings are required at all times, even with adequate social distancing. All students, staff, and visitors must wear a face covering.</td>
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<tr>
<td>• School districts must also minimize use of shared objects, ensure indoor facilities have adequate ventilation, prepare and maintain hand sanitizing stations, and ensure students wash hands frequently.</td>
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**Lincoln School Plan:**

- Social distancing in the classroom (6 feet apart and/or student and teachers will wear masks.)
- All desks facing same direction.
- ½ student body will be present daily.
- An in-person instructional schedule (4 hours, 5 days a week) will be offered to all students.
- Parents will be given the opportunity to opt into full-time remote learning.
- Teachers will transition into classrooms with minimal student movement between classrooms (exceptions: recess, special education classes, ESL classes, physical education classes.)
- Students will carry their personal school supplies and water bottles when not in the classroom.
classroom. (Speech, ELA/Math, ESL, BIL, etc.) Student belongings will be separated utilizing their backpacks, Ziploc bags, and/or labels. Desks will not be used to store items if it is a shared space.

- All students must wear masks when moving around the classroom or in the hallways.
- No shared objects, toys, devices, books, games, etc. unless items can be disinfected.
- Allow minimum mixing between groups/cohorts.
- Windows can be opened for ventilation but due diligence must be undertaken to ensure student safety.
- Air handlers (fresh air feeds) cannot be shut off, even in the winter.
- Hand sanitizers are located in all classrooms; sanitizing stations will be strategically placed around the building.
- Existing sinks must be fitted with soap and paper towels.
- Students must wash their hands for a minimum of 20 seconds before eating, after the bathroom, upon arrival at school, and after blowing their nose/coughing/sneezing.
- Avoid group learning activities such as guided reading circles.
- Can implement various instructional strategies by maintaining social distance; more details to follow from Director of Curriculum.
- Cleaning supplies have been ordered.
- Wipes and hand sanitizer can be used if soap and water are not available.
- Build in the practice of handwashing throughout the days and during transition times.
- Students bring their own water bottles.
- Cover water fountains and/or turn them off.

**Technology:**
- Students will use their own Chromebooks. No sharing of laptops or any other devices.
- The computer lab will be closed.

### 3. Transportation (pp.21-23)

- School districts should maintain social distancing practices on buses to the maximum extent practicable and adopt best practices for cleaning and disinfecting all vehicles used for transporting students.
- All students must wear face coverings while on buses, even if proper social distancing measures are maintained.

**Lincoln School Plan:**
- Bus procedures TBD by District.
- Students arriving by bus will be temperature screened by a screener prior to entering the building.

### 4. Student Flow, Entry, Exit, and Common Areas (pp. 23-24 and Appendix for Maps)
RESTART & RECOVERY PLAN

- School district reopening plans should establish the process and location for student and staff health screenings.
- This should include providing 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.
- Schools must require the use of face coverings for everyone in the building, even when physical distancing is maintained.

Lincoln School Plan:
- 9/8: Staff Professional Development Training (i.e. Re-Entry)
- 9/9, 9/10 and 9/11: Student orientation to the re-entry procedures; health and safety rules/regulations/behavior expectations will be established. Schedule TBD at District Level.
- Temperature screenings upon entrance of all who enter the building at their designated grade level entrances
- Students will enter the building and proceed directly to their classrooms via the designated traffic flow patterns
- Concrete marked for social distancing and class line up
- Sanitizing stations at all entrance points
- Staggered arrival and exit times- schedules TBD
- Hallways will have social distancing markers and students must wear masks when walking in the hallways
- Face masks are required for students when moving around the classroom and hallways.
- CDC signs and route signs will be hung around the building.
- Protective barriers have been installed in the main office/secretaries/and for security staff.
- Stagger release time in the hallways.
- Exit procedures with grab and go lunch
- No students chaperoned to the nurse by other students. Procedures TBD with the school nurse.
- Sanitizing wipes provided for copy machines all work areas and classrooms.

5. Screening, PPE, and Response to Students and Staff Presenting Symptoms (pp. 24-27)

- School districts must adopt a policy for safely and respectfully screening students and employees for symptoms of and history of exposure to COVID-19
- Students and Staff with symptoms related to COVID-19 must be safely and respectfully isolated from others
- If a school district becomes aware that an individual who has spent time in a district facility tests positive COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality

Lincoln School Plan:
- Staff and student temperatures will be scanned upon entry into Lincoln School with screeners located at the entrances.
• School personnel will be stationed at all entrances used during arrival time. The security guard will then monitor temporal screening at the Cross Street entrance for the rest of the day.
• Anyone entering the building must have their temperature checked by security guard or main office staff before being granted permission to enter.
• Visitors will be kept to a minimum (by appointment only.)
• If necessary, visitors should bring their own pens to sign in or out; we can have wipes available in the event a person arrives without one.
• Students and staff should stay home if they are exhibiting signs of COVID-19 listed below. Notify the nurse’s office if you suspect that a child is exhibiting COVID-19 symptoms:
  o A fever of 100.4° F or greater
  o Cough
  o Shortness of breath or difficulty breathing
  o Chills
  o Repeated shaking with chills
  o Muscle pain
  o Headache
  o Sore throat
  o New loss of taste or smell
  o Fatigue
  o Congestion or runny nose
  o Nausea or vomiting
  o Diarrhea
• Teachers must call the nurse’s offices before sending students.
• Young students will be accompanied by a staff member when being brought to the nurse’s office.
• Partitions will be needed in the nurse’s office for prevention of contamination.
• Separate sick rooms will be needed for students with symptoms that are awaiting pick up.
• More determinations to be made at the District Level with the assistance of the school nursing staff.

6. Contact Tracing (pp. 27-28)
• Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19.
• All school district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school district, should be provided with the information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease.
• School districts should collaborate with the local health department and engage their school nurses to develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing.
7. Facilities Cleaning Practices (pp. 28-30)

- School districts 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.
- School districts must also develop a schedule for increased routine cleaning and disinfecting, especially of frequently touched surfaces and objects, and New Jersey Department of Education (nj.gov/education) recommends sanitizing bathrooms daily and between use as much as possible.

Lincoln School Plan:
- Lincoln School has a sanitizing machine
- Ensure all bathroom areas have soap and paper towels throughout the day.
- Hand sanitizers in classrooms; sanitizing stations will be strategically placed around the building.
- As per the guidelines, custodians need to clean hallway walls.
- Detailed cleaning schedules will be determined by district staff along with building level administrators and custodians.
- It is recommended that 2 students at a time are allowed in the bathrooms.
- Bathroom and handwashing schedule TBD.

8. Meals (pp. 31)

- If cafeterias or other group dining areas are in use, school districts must stagger eating times to allow for social distancing and disinfecting of the area between groups.
- Additionally, districts must discontinue family-style, self-service, and buffet-style dining and maintain social distancing.
- Cafeteria staff must wash their hands immediately after removing gloves and after directly handling used food items.

Lincoln School Plan:
- Students will receive breakfast and snacks in the classroom daily.
- Students will receive Grab and Go lunch upon school dismissal daily.
- Schools must bring their own water bottle.

9. Recess/Physical Education (pp. 31)

- School districts must complete an inventory of outdoor spaces and mark off areas to ensure separation between students.
- Recess must be staggered by groups and staff must disinfect playground equipment and other shared equipment between uses.
### School districts should also consider closing locker rooms and encouraging students to wear comfortable clothing and safe footwear to school so they can participate in physical education classes without needing to change.

**Lincoln School Plan:**
- 2nd and 3rd Grade will have staggered recess. Schedule TBD.
- HPE will be in classroom for the month of September
- Gym 6 feet apart, floor taping required
  - Also applicable to stations/centers
- Ideally, no sharing of equipment; therefore, it is recommended to rotate the equipment for each class.
- If shared, clean & disinfect between each use.
- Always wash hands immediately after outdoor recess/activities.
- Areas of use will be marked off by cones or tape to create social distances.
- Monitoring to ensure students remain separated.
- Enforcing social distancing and wearing masks.
- Cleaning/disinfecting any equipment used before the next cohort arrives.
- Enforcing handwashing requirements without creating new issues related to students congregating in restrooms.
- Courtyard blacktop: grid on the blacktop for social distancing
- Low impact activities
- Designate an area for students that cannot participate in recess

### Extracurricular Activities and Use of Facilities Outside of School Hours (pp. 31-32)

- All extracurricular activities must comply with applicable social distancing requirements and hygiene protocol. External community organizations that use school facilities must follow district guidance on health and safety protocols.
- In addition to taking these steps to protect students’ and educators’ physical health, leaders must also consider the impact of social isolation on both educators and students.

**Lincoln School Plan:**
- TBD at District Level
## Social-Emotional Learning (SEL) and School Climate and Culture (pp. 32-39)

- Re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. To this end, school districts are encouraged to thoughtfully plan around the well-being of educators so they can support the social and emotional well-being and learning needs of their students, acknowledge and prepare for the potential trauma that staff and students have faced during the COVID-19 school closures, and recognize and empower educators’ and staff’s strengths.
- Multi-Tiered Systems of support (MTSS)- MTSS is a systematic approach to prevention, intervention, and enrichment in grades PK-12 for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support. In partnership with leaders and educators from districts experienced with implementing MTSS the NJDOE identified universal screening, collaborative problem-solving teams, family engagement, and data-based decision making as critical components for districts moving toward MTSS.

### Lincoln School Plan:
- TBD by District

## Wraparound Supports (pp. 39-43)

- 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.
- These include mental health support, primary health and dental care, family engagement, expanded before-school and after-school and summer learning time, and mentoring programs.

### Lincoln School Plan:
- TBD at District Level

## Food Service and Distribution (p. 43)

- School meals are critical to student health and well-being, especially for low-income students, and the NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of New Jersey’s approximate 1.4 million students during all phases of school reopening.
- The Department is working with the Departments of Agriculture and Health to ensure that school district concerns related to food service are addressed as more guidance is made available.

### Lincoln School Plan:
- TBD at District Level
### Quality Child Care (p. 43)

- Child care will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families that otherwise would not utilize child care will now require it. The NJDOE encourages schools to involve child care providers in planning meetings, communicate the school’s modified schedule to local child care providers, and plan to transport students from school to child care facilities.

**Lincoln School Plan:**
- TBD at District Level

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### Pandemic Response Team Implementation Strategy

#### Communication (p. 53)

- Clear and consistent communications with stakeholders are vital to successful implementation.
- Establish a single point of contact for information and ensure that it is regularly maintained, with outdated information removed to ensure that messaging remains clear to all stakeholders.
- Recognizing that flexibilities in implementation come with unique challenges, craft a strong communications plan to share strategies and rationale with parents and other members of the community.

**Lincoln School Plan:**
- Information will be communicated through School Messenger all calls, emails, flyers, and the Lincoln School website.
RESTART & RECOVERY PLAN
Hamilton Intermediate School

Re-Entry Plan

July 2020
# Restart & Recovery Plan

## Pandemic Response Team: Hamilton School

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Subcommittee</th>
<th>Email Address</th>
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# RESTART & RECOVERY PLAN

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# RESTART & RECOVERY PLAN

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RESTART & RECOVERY PLAN

Re-Entry Plan Components

Conditions for Learning

1. General Health and Safety Guidelines (pp. 17-18)

- In all stages and phases of pandemic response and recovery, schools must comply with Center for Disease Control (CDC), state, and Local Guidelines
- Schools must also provide reasonable accommodations for staff and students at higher risk for severe illness and promote behaviors that reduce spread, such as social distancing, frequent hand washing, and the use of face coverings.

Hamilton School Plan:
- Face coverings are required by staff when in the building at all times.
- Face coverings are required for students when in the building at all times.
- All students must wear masks when moving around the classroom or in the hallways.
- All visitors (will be kept to a minimum) must wear masks.
- Virtual conferences/meetings will be used, as needed.
- Staff and student temperatures will be scanned upon entry to Hamilton School. Screening sites will be located at all building entrances.
- Bell Schedule included. Master Building Schedule TBD
- Staggered start and dismissal times TBD

2. Classrooms, Testing, and Therapy Rooms (pp. 18-21)

- Schools and districts must allow for social distancing to the maximum extent possible.
- Face coverings are required for all students, staff, and visitors even when physical distancing is maintained.
- School districts must also minimize use of shared objects, ensure indoor facilities have adequate ventilation, prepare and maintain hand sanitizing stations, and ensure students wash hands frequently.

Hamilton School Plan:
- Face coverings required by staff when in the building at all times.
- All students and teachers will wear masks and abide by social distancing guidelines (6 feet apart) in the classroom.
- All desks facing same direction.
- 5 Day in-person instruction will be offered to all students.
- Parents will be given the option to choose ALL remote learning.
- Teachers will transition into classrooms with minimal student movement between classrooms (exceptions: recess, special education classes, ESL classes, physical education classes.)
- All students’ desks will not be used to store personal items. Students will use backpacks for personal belongings as much as possible.
- Students will carry their personal school supplies and water bottles when not in the...
RESTART & RECOVERY PLAN

- All students must wear masks when moving around the classroom or in the hallways.
- No shared objects, toys, devices, books, games, etc. unless items can be disinfected.
- Keep student belongings separated utilizing their backpacks, Ziploc bags, and/or labeled containers.
- Allow minimum mixing between groups/cohorts.
- Windows can be opened for ventilation but due diligence must be undertaken to ensure student safety.
- Air handlers (fresh air feeds) cannot be shut off, even in the winter.
- Hand sanitizers are located in all classrooms; sanitizing stations will be strategically placed around the building.
- Existing sinks must be fitted with soap and paper towels/hand drying machine.
- Students must wash their hands for a minimum of 20 seconds before eating, after the bathroom, upon arrival at school, and after blowing their nose/coughing/sneezing.
- Avoid group learning activities such as guided reading circles, collaborations, and small groups.
- Can implement various instructional strategies by maintaining social distance; more details to follow from Director of Curriculum.
- Cleaning supplies have been ordered.
- All classrooms are equipped with hand sanitizer.
- Build in the practice of handwashing throughout the days and during transition times.
- Students bring their own water bottles.
- Cover water fountains and/or turn them off.

Technology:
- Students will use their own Chromebooks. No sharing of laptops or any other devices.

3. Transportation (pp.21-23)
- School districts should maintain social distancing practices on buses to the maximum extent practicable and adopt best practices for cleaning and disinfecting all vehicles used for transporting students.
- Students are required to wear face coverings while on buses, even when physical distancing can be maintained.

Hamilton School Plan:
- Bus procedures TBD by District.
- Students arriving by transport will be temperature screened by a screener prior to entering the building.

4. Student Flow, Entry, Exit, and Common Areas (pp. 23-24 and Appendix for Maps)
**RESTART & RECOVERY PLAN**

- School district reopening plans should establish the process and location for student and staff health screenings.
- This should include providing 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.
- Schools must require the use of face coverings, even when physical distancing can be maintained.

**Hamilton School Plan:**
- 9/8 and 9/9: Staff Professional Development Training (i.e. Re-Entry)
- 9/10 and 9/11: One full grade level per day will report in-person to meet teachers. Health and safety rules/regulations will be established.
- Temperature screenings upon entrance of all who enter the building at their designated grade level entrances
- Courtyards will be marked for social distancing and class line up.
- Sanitizing stations at ALL entrances/exits.
- Staggered arrival and exit times- schedules TBD
- Hallways will have social distancing markers and students must wear masks when walking in the hallways.
- Face masks are required for students when moving around the classroom and hallways.
- CDC signs and route signs will be hung around the building.
- Protective barriers have been installed in the main office.
- Stagger release time in the hallways.
- Exit procedures with grab and go lunch (TBD)
- No students chaperoned to the nurse by other students. Procedures TBD with the school nurse.
- Sanitizing wipes provided for copy machines, common work areas, and classrooms.

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**5. Screening, PPE, and Response to Students and Staff Presenting Symptoms (pp. 24-27)**

- School districts must adopt a policy for safely and respectfully screening students and employees for symptoms of and history of exposure to COVID-19
- Students and Staff with symptoms related to COVID-19 must be safely and respectfully isolated from others
- If a school district becomes aware that an individual who has spent time in a district facility tests positive COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality

**Hamilton School Plan:**
- Staff and student temperatures will be scanned upon entry into Hamilton Intermediate School with screeners located at the entrances.
- School personnel will be stationed at all entrances used during arrival time. Security Guards will monitor temporal screening at Hamilton School’s main entrance for the rest of the day.
- Anyone entering the building must have their temperature checked by security guard or
main office staff before being granted permission to enter.

- Visitors will be kept to a minimum (by appointment only.)
- If necessary, visitors should bring their own pens to sign in or out; we can have wipes available in the event a person arrives without one.
- Students and staff should stay home if they are exhibiting signs of COVID-19 listed below. Notify the nurse’s office if you suspect that a child is exhibiting COVID-19 symptoms:
  o A fever of 100.4°F or greater
  o Cough
  o Shortness of breath or difficulty breathing
  o Chills
  o Repeated shaking with chills
  o Muscle pain
  o Headache
  o Sore throat
  o New loss of taste or smell
  o Fatigue
  o Congestion or runny nose
  o Nausea or vomiting
  o Diarrhea
- Teachers must call the nurse’s offices before sending students.
- Partitions will be needed in the nurse’s office for prevention of contamination.
- Separate sick rooms will be needed for students with symptoms that are awaiting pick up.
- More determinations to be made at the District Level with the assistance of the school nursing staff.

6. Contact Tracing (pp. 27-28)

- Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19.
- All school district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school district, should be provided with the information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease.
- School districts should collaborate with the local health department and engage their school nurses to develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing.

Hamilton School Plan:
- TBD at District Level

7. Facilities Cleaning Practices (pp. 28-30)
restart & recovery plan

- School districts 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.
- School districts must also develop a schedule for increased routine cleaning and disinfecting, especially of frequently touched surfaces and objects, and New Jersey Department of Education (nj.gov/education) recommends sanitizing bathrooms daily and between use as much as possible.

Hamilton School Plan:
- TBD at District Level.
- Hamilton Intermediate School has sanitizing machines.
- Ensure all bathroom areas have soap and paper towels throughout the day.
- Hand sanitizers in classrooms; sanitizing stations will be strategically placed around the building.
- As per the guidelines, custodians need to clean hallway walls.
- Detailed cleaning schedules will be determined by district staff along with building level administrators and head custodian.
- It is recommended that 2 students at a time are allowed in the bathrooms.
- Bathroom and handwashing schedule TBD.

8. Meals (pp. 31)
- If cafeterias or other group dining areas are in use, school districts must stagger eating times to allow for social distancing and disinfecting of the area between groups.
- Additionally, districts must discontinue family-style, self-service, and buffet-style dining and maintain social distancing.
- Cafeteria staff must wash their hands immediately after removing gloves and after directly handling used food items.

Hamilton School Plan:
- Students will receive breakfast and snacks in the classroom daily.
- Students will receive Grab and Go lunch upon school dismissal daily.
- Students must bring their own water bottle.

9. Recess/Physical Education (pp. 31)
- School districts must complete an inventory of outdoor spaces and mark off areas to ensure separation between students.
- Recess must be staggered by groups and staff must disinfect playground equipment and other shared equipment between uses.
- School districts should also consider closing locker rooms and encouraging students to wear comfortable clothing and safe footwear to school so they can participate in physical education classes without needing to change.

Hamilton School Plan:
- Staggered recess. Schedule TBD.
• HPE will be in classroom for the month of September. All special Areas classes will be in the classroom for the month of September.
• Gym 6 feet apart, floor taping required
  ○ Ideally, no sharing of equipment; therefore, it is recommended to rotate the equipment for each class.
• If shared, clean & disinfect between each use.
• Always wash hands immediately after outdoor recess/activities.
• Areas of use will be marked off by cones or tape to create social distances.
• Monitoring to ensure students remain separated.
• Enforcing social distancing and wearing masks.
• Cleaning/disinfecting any equipment used before the next cohort arrives.
• Enforcing handwashing requirements without creating new issues related to students congregating in restrooms.
• Courtyard grid on the blacktop for social distancing
• Low impact activities
• Designate an area for students that cannot participate in recess.

10. **Extracurricular Activities and Use of Facilities Outside of School Hours (pp. 31-32)**
• All extracurricular activities must comply with applicable social distancing requirements and hygiene protocol. External community organizations that use school facilities must follow district guidance on health and safety protocols.
• In addition to taking these steps to protect students’ and educators’ physical health, leaders must also consider the impact of social isolation on both educators and students.

**Hamilton School Plan:**
• TBD at District Level
Social-Emotional Learning (SEL) and School Climate and Culture (pp. 32-39)

- Re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. To this end, school districts are encouraged to thoughtfully plan around the well-being of educators so they can support the social and emotional well-being and learning needs of their students, acknowledge and prepare for the potential trauma that staff and students have faced during the COVID-19 school closures, and recognize and empower educators’ and staff’s strengths.
- Multi-Tiered Systems of support (MTSS)- MTSS is a systematic approach to prevention, intervention, and enrichment in grades PK-12 for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support. In partnership with leaders and educators from districts experienced with implementing MTSS the NJDOE identified universal screening, collaborative problem-solving teams, family engagement, and data-based decision making as critical components for districts moving toward MTSS.

Hamilton School Plan:
- TBD by District

Wraparound Supports (pp. 39-43)

- 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.
- These include mental health support, primary health and dental care, family engagement, expanded before-school and after-school and summer learning time, and mentoring programs.

Hamilton School Plan:
- TBD at District Level

Food Service and Distribution (p. 43)

- School meals are critical to student health and well-being, especially for low-income students, and the NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of New Jersey’s approximate 1.4 million students during all phases of school reopening.
- The Department is working with the Departments of Agriculture and Health to ensure that school district concerns related to food service are addressed as more guidance is made available.

Hamilton School Plan:
- TBD at District Level
## Quality Child Care (p. 43)

- Child care will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families that otherwise would not utilize child care will now require it. The NJDOE encourages schools to involve child care providers in planning meetings, communicate the school’s modified schedule to local child care providers, and plan to transport students from school to child care facilities.

### Hamilton School Plan:
- TBD at District Level

## Pandemic Response Team Implementation Strategy

### Communication (p. 53)

- Clear and consistent communications with stakeholders are vital to successful implementation.
- Establish a single point of contact for information and ensure that it is regularly maintained, with outdated information removed to ensure that messaging remains clear to all stakeholders.
- Recognizing that flexibilities in implementation come with unique challenges, craft a strong communications plan to share strategies and rationale with parents and other members of the community.

### Hamilton School Plan:
- Information will be communicated through School Messenger all calls, emails, flyers, and the Hamilton School website.
- Working emails for ALL parents and guardians must be established in September 2020.
RESTART & RECOVERY PLAN
Washington Middle School

Re-Entry Plan

July 2020
## RESTART & RECOVERY PLAN

Pandemic Response Team: Washington Middle School

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<td>• Student Flow, Entry, Exit and Common Areas</td>
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</table>
# RESTART & RECOVERY PLAN

## Subcommittees

<table>
<thead>
<tr>
<th>General Health &amp; Safety Guidelines</th>
<th>Classrooms, Testing, and Therapy Rooms</th>
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<tbody>
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<td>Kim Madalena</td>
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<td>Al Ruiz</td>
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<tr>
<th>Transportation/Therapy Rooms</th>
<th>Student Flow, Entry, Exit and Common Areas</th>
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<tbody>
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<td>Michael Green</td>
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<td>Michael Landy</td>
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<th>Screening, PPE, and Response to Students and Staff Presenting Symptoms</th>
<th>Facilities Cleaning Practices</th>
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<th>Recess/PE</th>
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<td>Angel Lombardi</td>
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# Re-Entry Plan Components

## Conditions for Learning

### 1. General Health and Safety Guidelines (pp. 17-18)

- In all stages and phases of pandemic response and recovery, schools must comply with Center for Disease Control (CDC), state, and Local Guidelines.
- Schools must also provide reasonable accommodations for staff and students at higher risk for severe illness and promote behaviors that reduce spread, such as social distancing, frequent hand washing, and the use of face coverings.

**Washington Middle School Plan:**

- Hallways and stairways must be designated for directional use to facilitate social distancing.
  - Two “UP” stairways and two “DOWN” stairways.
- In class, students’ desks must be distanced 6 ft in all directions and facing the same direction. Students are not allowed to sit within a group setting. In classes where social distancing cannot occur, students must use plastic barriers.
- 6th grade students will enter via doorway #1 and exit doorway #1. 7th grade students will enter via doorway #1 and exit via doorway #4. 8th grade students will enter via doorway #13 and exit via doorway #5.
- Lockers will not be used, therefore, students will be encouraged to use their own backpacks throughout their days in school.
- Face coverings are required by staff when in the building at all times.
- Face coverings are required for students when in 6 feet distance is not possible. Students should be instructed as to when masks may be removed, otherwise they are to be worn at all times.
- All students must wear masks when moving around the classroom or in the hallways. Students wear masks at all times unless otherwise instructed.
- All visitors must have an appointment and will be allowed into the building by security at that time and must be wearing a mask. Visitors are asked the survey questions prior to being allowed in and temperature should be taken prior to entering the building.
- Deliveries are to be delivered to a specific door or left outside and handled appropriately by Custodial staff. Vendors should not be allowed in the building.
- Schedule TBD
- Staggered start and egress times TBD
- Students must wash their hands upon their arrival at school with either soap and water or hand-sanitizer.
- 6 ft markers will be labeled outside the bathrooms to ensure social distancing while students wait to use the bathroom.

### 2. Classrooms, Testing, and Therapy Rooms (pp. 18-21)
## RESTART & RECOVERY PLAN

- Schools and districts must allow for social distancing to the maximum extent possible.
- Face coverings are required for all students, staff, and visitors.
- School districts must also minimize use of shared objects, ensure indoor facilities have adequate ventilation, prepare and maintain hand sanitizing stations, and ensure students wash hands frequently.

### Washington Middle School Plan:

- All classrooms, instructional space, and meeting rooms will be measured and the number of occupants will be determined based on 6 feet social distancing. This will include students, faculty, and staff.
- Classrooms range in size from 25 x 30 to 30 x 30 with the exception of:
  - Castex - 23 x 23
  - Alvarez 20 x 16
  - Computer Lab, Music Room, Auditorium, Cristalli, and Science Labs (larger)
- 8th Grade Classrooms with Lab tables are: sciences, art, STEM and 1 LA class-Madalena
- With all desks facing the same way 9-12 students can be socially distanced due to class size.
- All classrooms, instructional space, and meeting rooms will be visited with the committee and facility manager to determine appropriate air flow in spaces.
- All classrooms, instructional space and meeting rooms will be reviewed to ensure that appropriate furnishings are available to comply with social distancing of 6 ft.
- In the event that social distancing cannot be achieved in a space, use of plexiglass barriers will be used. These can also be used in therapy rooms, particularly speech, as masks will not allow for speech therapy.
- Cleaning/disinfecting procedures:
  - Custodial staff will be responsible for disinfecting rooms at the end of each day.
  - Hand sanitizers in classrooms
  - Sanitizing stations will be strategically placed around the building
  - Existing sinks must be fitted with soap and paper towels in addition to hand sanitizer
  - Wipes and hand sanitizer can be used if soap and water are not available
  - Filters (MERV) installed and changed frequently into all units
  - Increase circulation of outdoor air as much as possible (opening windows and doors)
  - Students will be allowed to leave more frequently to wash their hands before/after eating, blowing their nose/coughing/sneezing.
  - Avoid close learning activities (group work, reading circles, etc.)
  - Avoid sharing toys, books, learning aids, and therapy equipment. Consider purchasing additional supplies in order to avoid sharing. If this is not possible, all items MUST be disinfected between uses.
  - Student belongings to be kept separately (ex: no classroom textbooks to be shared, backpacks and materials are to be kept with the student and not with others.)
  - Larger areas that may not be in use may be used for classroom space to allow for social distancing (multipurpose room, library, etc.)
**RESTART & RECOVERY PLAN**

- Hand sanitizer will be available in each classroom, instructional space and meeting space and hallway.
  - Inside each classroom door
  - All building entrances and exits
  - All building restrooms
  - All offices
  - Teachers’ lounge
  - All other instructional spaces
- Use of outdoor space (tents or temporary shelters) for holding purposes before school begins in order to keep socially distant.
- Install floor markings, signage, and other implements as necessary, to designate single points of entry and exit as well as regulate and direct foot traffic in the classrooms, therapy rooms, and meeting spaces to help maintain physical distancing navigating the space.

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**3. Transportation (pp.21-23)**

- School districts should maintain social distancing practices on buses to the maximum extent practicable and adopt best practices for cleaning and disinfecting all vehicles used for transporting students.
- Students are required to wear face coverings while on buses, even when social distancing is maintained.

**Washington Middle School Plan:**
- Not applicable at this time.

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**4. Student Flow, Entry, Exit, and Common Areas (pp. 23-24 and Appendix for Maps)**

- School district reopening plans should establish the process and location for student and staff health screenings.
- This should include providing 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.
- Schools must require the use of face coverings, even when it is possible to maintain physical distancing.

**Washington Middle School Plan:**
- Classrooms should not exceed 15 students in designated classrooms based on standard 25x25 classrooms
- Sanitizers will be placed throughout the building. Every classroom should have a bottle dispenser. Wall dispensers at entranceways, and as you’re screened, all common areas- MPR, Library, Gym, All Offices.
- Built-in handwashing throughout the day and every classroom should have a bottle dispenser. Wall dispensers should be at entranceways, and all common areas- MPR, Library, Gym, all offices.
RESTART & RECOVERY PLAN

- Students will utilize backpacks. NO lockers will be assigned. Hallways will become one-way with arrows and markers.
- Staff and Faculty members will be assigned hallway duty to help monitor student flow throughout the building.
- Students and faculty must wear masks. Students will not be allowed in the building without a mask. (We are waiting to hear on extra masks.)
- CDC signs and route signs need to be hung around the building in multiple languages.
- Custodians will sanitize the building at the end of each school day.
- Barriers will be created for secretaries and security staff.
- Students will use assigned doors for dismissal by grade.
  - 6th Grade Doorway: #2
  - 7th Grade Doorway: #4
  - 8th Grade Doorway: #5
- We will build in extra time at the end of the school day for staggered dismissal (upon agreement with union.)
- Students will line up in the courtyard for entrance into the school. Markers by PD1 will be set and kept socially distant.
- Students who do not comply with school rules will be offered distance learning.

5. Screening, PPE, and Response to Students and Staff Presenting Symptoms (pp. 24-27)

- School districts must adopt a policy for safely and respectfully screening students and employees for symptoms of and history of exposure to COVID-19
- Students and Staff with symptoms related to COVID-19 must be safely and respectfully isolated from others
- If a school district becomes aware that an individual who has spent time in a district facility tests positive COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality

Washington Middle School Plan:

- EVERYONE MUST BE SCREENED UPON THEIR ARRIVAL TO THE BUILDING.
- Nurse Hohnecker and Security will monitor the temperature checking machine at the three grade assigned entrances.
- Visitors will be kept to a minimum.
- Students and staff should stay home if they are exhibiting signs of COVID-19 listed below. Notify the nurse’s office if you suspect that a child is exhibiting COVID-19 symptoms:
  - A fever of 100.4°F or greater
  - Cough
  - Shortness of breath or difficulty breathing
  - Chills
  - Repeated shaking with chills
  - Muscle pain
## Restart & Recovery Plan

- Headache
- Sore throat
- New loss of taste or smell
- Fatigue
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

- More determination to be made at the District Level with the assistance of the school nursing staff.
- If a visit is necessary, visitors should bring their own pens to sign in or out. We can have wipes available in the event a person arrives without one (some doctors’ offices are doing this.)

## 6. Contact Tracing (pp. 27-28)

- Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19.
- All school district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school district, should be provided with the information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease.
- School districts should collaborate with the local health department and engage their school nurses to develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing.

**Washington Middle School Plan:**
- TBD at District Level

## 7. Facilities Cleaning Practices (pp. 28-30)

- School districts 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.
- School districts must also develop a schedule for increased routine cleaning and disinfecting, especially of frequently touched surfaces and objects, and New Jersey Department of Education (nj.gov/education) recommends sanitizing bathrooms daily and between use as much as possible.

**Washington Middle School Plan:**
- Washington Middle School has sanitizing machines.
- Ensure all bathroom areas have soap and paper towels throughout the day.
- Hand sanitizers in classrooms; sanitizing stations will be strategically placed around the building.
- As per the guidelines, custodians need to clean hallway walls.
- Detailed cleaning schedules will be determined by district staff along with building
level administrators and head custodian.

- It is recommended that 2 students at a time are allowed in the bathrooms.
- Bathroom and handwashing schedule TBD.

## 8. Meals (pp. 31)

- If cafeterias or other group dining areas are in use, school districts must stagger eating times to allow for social distancing and disinfecting of the area between groups.
- Additionally, districts must discontinue family-style, self-service, and buffet-style dining and maintain social distancing.
- Cafeteria staff must wash their hands immediately after removing gloves and after directly handling used food items.

### Washington Middle School Plan:
- At this point in time, students will grab their lunch upon their egress from WMS.
- Students can bring their own water bottles and are encouraged to do so.

## 9. Recess/Physical Education (pp. 31)

- School districts must complete an inventory of outdoor spaces and mark off areas to ensure separation between students.
- Recess must be staggered by groups and staff must disinfect playground equipment and other shared equipment between uses.
- School districts should also consider closing locker rooms and encouraging students to wear comfortable clothing and safe footwear to school so they can participate in physical education classes without needing to change.

### Washington Middle School Plan:
- Recess is not applicable to WMS.
- EPA approved disinfectant for all athletic equipment and surfaces.
- Inventory equipment (what can and cannot be used.)
- Any and all equipment to be disinfected after each use. Determine square footage of all areas for physical education.
- Determine method to be used to indicate separation of boundaries.
  - Cones
  - Flags
  - Tape
- Identify all usable spaces for physical education and determine square footage
  - Gym
  - Center campus
  - Blacktop surfaces
- No use of locker rooms
  - Students will report to school in sweatpants/shorts, t-shirt, socks and sneakers
- Eliminate swim until safe
  - Swim teacher will teach physical education or health
### 10. Extracurricular Activities and Use of Facilities Outside of School Hours (pp. 31-32)

- All extracurricular activities must comply with applicable social distancing requirements and hygiene protocol. External community organizations that use school facilities must follow district guidance on health and safety protocols.
- In addition to taking these steps to protect students’ and educators’ physical health, leaders must also consider the impact of social isolation on both educators and students.

**Washington Middle School Plan:**
- As per District Level plan guidelines.
- WMS will continue to offer a mindfulness program for students to engage with teachers and practice mindfulness activities. Mindfulness activities are a great way to help students self-regulate and deal with everyday stressors.
- For more information about our Mindfulness Program, please contact our coordinators:
  - Mr. Kolakowski
  - Mr. Parrish
  - Mrs. Styjecka
Social-Emotional Learning (SEL) and School Climate and Culture (pp. 32-39)

- Re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. To this end, school districts are encouraged to thoughtfully plan around the well-being of educators so they can support the social and emotional well-being and learning needs of their students, acknowledge and prepare for the potential trauma that staff and students have faced during the COVID-19 school closures, and recognize and empower educators’ and staff’s strengths.
- Multi-Tiered Systems of support (MTSS)- MTSS is a systematic approach to prevention, intervention, and enrichment in grades PK-12 for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support. In partnership with leaders and educators from districts experienced with implementing MTSS the NJDOE identified universal screening, collaborative problem-solving teams, family engagement, and data-based decision making as critical components for districts moving toward MTSS.

Washington Middle School Plan:
- TBD by District

Wraparound Supports (pp. 39-43)

- 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.
- These include mental health support, primary health and dental care, family engagement, expanded before-school and after-school and summer learning time, and mentoring programs.

Washington Middle School Plan:
- TBD at District Level

Food Service and Distribution (p. 43)

- School meals are critical to student health and well-being, especially for low-income students, and the NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of New Jersey’s approximate 1.4 million students during all phases of school reopening.
- The Department is working with the Departments of Agriculture and Health to ensure that school district concerns related to food service are addressed as more guidance is made available.

Washington Middle School Plan:
- TBD at District Level
Quality Child Care (p. 43)

- Child care will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families that otherwise would not utilize child care will now require it. The NJDOE encourages schools to involve child care providers in planning meetings, communicate the school’s modified schedule to local child care providers, and plan to transport students from school to child care facilities.

Washington Middle School Plan:
- TBD at District Level

Pandemic Response Team Implementation Strategy

Communication (p. 53)

- Clear and consistent communications with stakeholders are vital to successful implementation.
- Establish a single point of contact for information and ensure that it is regularly maintained, with outdated information removed to ensure that messaging remains clear to all stakeholders.
- Recognizing that flexibilities in implementation come with unique challenges, craft a strong communications plan to share strategies and rationale with parents and other members of the community.

Washington Middle School Plan:
- Information will be communicated through School Messenger all calls, emails, flyers, and the Washington Middle School website.
- Working emails for ALL parents and guardians must be established in September 2020.
RESTART & RECOVERY PLAN
Harrison High School

Re-Entry Plan

July 2020
## Pandemic Response Team: Harrison High School

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<thead>
<tr>
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<th>Subcommittee</th>
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# RESTART & RECOVERY PLAN

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- Jennifer Correnti
- Maria Rebelo
- Shewa Bayat
- Sophie Ellison
- Nick Landy
- Amanda Waters
- Amanda Wagner
- Maria Fernandez
- Matt Boryzsewski
- Kyia Pineiro
- Kathleen Moreno
- Danny Conde
- Sue Hoffman

### Curriculum & Instruction;
#### Pedagogy
- Matt Boryzsewski
- Christina Nidowicz
- Daniel Nankivell
- Anthony Sabia
- Lauren Rodriguez
- Pedro Martinez
- Michelle Thomas

### Community Concerns/Relations
- Regina Mascellino Rodrigues
- Patti Huseinovic
- Kathleen Moreno
- Kyra Piniero
- Pedro Martinez

### Hallway/Building Movement/Flow
- Matthew Boryzsewski
- Susan Hoffman
- Danny Conde
- Lauren Rodriguez
1. General Health and Safety Guidelines (pp. 17-18)

- In all stages and phases of pandemic response and recovery, schools must comply with Center for Disease Control (CDC), state, and Local Guidelines
- Schools must also provide reasonable accommodations for staff and students at higher risk for severe illness and promote behaviors that reduce spread, such as social distancing, frequent hand washing, and the use of face coverings.

Harrison High School Plan:
- Protocols for High Risk Staff Members and Students as per District Guidelines.
- We have assigned three entrances and exits to HHS. Students will be assigned to only use one entrance/exit. Protocols for assigning these are in progress. Proper school security procedures will be followed at all entrances. Doors will be locked at 8:45. Students who are late will be required to wait outside for the nurse.
- All HHS personnel will enter through the main front door.
- School staff will be stationed at the three entrances to take temperatures. Any student/staff with a temperature of 100.4 or higher will be referred to Nurse Hoffman for evaluation, and will remain outside the building while they await evaluation.
- Kingsland Avenue and the parking lot sidewalk will be marked with yellow stripes to designate proper social distancing while in entrance lines. The process will likely be slow and students/families should plan accordingly to give students time to get through the lines. We have added an academic advisory period to the bell schedule to provide a bit of flexibility in this regard, but students still must be in the building no later than 8:20, the official start time of school.
- Students will have breakfast in the classroom.
- Hallways will have two-way traffic clearly marked by stanchions in the middle of the hallway.
- Stairwells will be one-way traffic. East Stairs and West Stairs will be down only. Middle Main stairs will be up only. The West stairs between the 1st and 2nd floor will be for emergency traffic only, as they enter directly into the Main Office.
- Traffic through the main office will be restricted. Students/staff will only be allowed in the administrative area of the main office (including conference room) by invitation, as needed.
- Lockers will be off limits for the immediate future. Students will carry all possessions with them in book bags. However, the first week schedule (see appendix) will include a schedule/procedure for the cleaning out of lockers and the return of school resources from 2019/20.
- All locker rooms will be closed.
- Classroom furniture will be rearranged to account for social distancing and maximize health and safety for staff and students.
- As removing furniture from rooms is not ideal, desks that cannot be used will be so
**RESTART & RECOVERY PLAN**

- Teachers will be advised to move their desk away from the classroom door.
- Use of classroom tables will be discouraged. When possible, they will be removed from rooms and stored. When their use is unavoidable, students will be properly spaced. Lab stations in science rooms will be used, and proper social distancing will be followed. Size of groups will be a consideration when arranging lab teams.
- Field trips will not be permitted this year.
- Extracurricular activities/clubs and sports will operate, but revisions will be made (see appendix).
- Emergency isolation procedures will be followed when students/staff are identified as showing COVID symptoms or are otherwise sick. See District Guidelines.
- Visits to the building will be limited. When a visit is necessary, the guest will be temperature checked and fill out a health form. They will also sign into the building.
- Vendors who visit the building will be limited during the school day. They will also be required to temperature check and fill out a health form. They will also sign into the building.
- See Appendix for staff responsibilities/assignments for temperature checking throughout the day at various locations.
- Face coverings will be required at all times, even when social distancing is maintained. Face masks may only be removed for eating or drinking, both of which must be limited while in the classroom. See appendix for HHS expectations.
- The elevator may be used by staff and approved students. Only one person at a time may be in the elevator.
- Handwashing and hand sanitation will be enforced when entering and leaving the building.
- All visitors (will be kept to a minimum) must wear masks.
- Virtual conferences/meetings will be used, as needed.
- Staff and student temperatures will be scanned upon entry to Harrison High School. Screening sites will be located at all building entrances.
- Bell Schedule included. Master Building Schedule TBD
- Staggered start and dismissal times TBD

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2. **Classrooms, Testing, and Therapy Rooms (pp. 18-21)**

- Schools and districts must allow for social distancing to the maximum extent possible.
- Face coverings are required for students, staff, and visitors, even during while maintaining physical distance.
- School districts must also minimize use of shared objects, ensure indoor facilities have adequate ventilation, prepare and maintain hand sanitizing stations, and ensure students wash hands frequently.

**Harrison High School Plan:**

**Main Office Areas**

- School counselors and CST members can have no more than 1 student in their office at a time.
- If a meeting requires more than 1 other individual (i.e. parent-student-teacher meeting),
### Restart & Recovery Plan

The main office conference room will house the meeting.

- SBYS social workers can have no more than 1 student in their office at a time.
- Group sessions with multiple students will utilize the SBYS group room (in main office) or the SSC room (in main office).

#### Instructional Spaces

- Students will be expected to assist with the sanitizing of desks at the end of each class. 75% alcohol wipes should be utilized for this purpose. Desktops and chairs should be thoroughly wiped.
- Classroom doors should remain open for the duration of the school day, except when specified by the principal.
- Classroom libraries may be utilized, but books must be thoroughly cleaned and put in a "non-circulating area" for 7 days following return.
- No class sets of textbooks will be used, only online textbooks.
- Masks mandated for students at all times.
- Although students must have their assigned Chromebook at all times. The Chromebook, not shared resources, will serve as the foundation for all instruction.
- Avoid group learning activities such as guided reading circles, collaborations, and small groups.
- Can implement various instructional strategies by maintaining social distance; more details to follow from Director of Curriculum.
- All classroom tests and assessments should be done digitally, except when the teacher deems doing so inappropriate.
- Sanitation will occur throughout the day when classrooms are empty.
- PPE equipment should be supplied for the faculty.
- Sanitation: EVERY classroom will have a sufficient supply of hand sanitizer, spray and wipes.
- Desks that students may use will be so marked. Students/teachers may not move desks.
- Proper COVID signage will be placed in each room.

#### Guidance and Meeting Rooms

- Students must wear a mask while in the therapy rooms
- Meetings may be done virtually with students when appropriate
- Plexiglass has been installed at the entrance in the front of the guidance office
- PPE & Sanitation supplies will be provided for each area
- Pamphlets, papers, and books must be removed to ensure cross contamination

#### All Spaces

- Windows can be opened for ventilation but due diligence must be undertaken to ensure student safety.
- Air handlers (fresh air feeds) cannot be shut off, even in the winter.
- Hand sanitizers are located in all classrooms; sanitizing stations will be strategically placed around the building.
- Existing sinks must be fitted with soap and paper towels/hand drying machine.
- Students must wash their hands for a minimum of 20 seconds before eating, after the bathroom, upon arrival at school, when leaving school, and after blowing their
### nose/coughing/sneezing.
- When hand washing is not possible, hand sanitizer containing alcohol will be a proper substitute.
- All classrooms are equipped with hand sanitizer.
- Cover water fountains and/or turn them off.

### 3. Transportation (pp.21-23)

- School districts should maintain social distancing practices on buses to the maximum extent practicable and adopt best practices for cleaning and disinfecting all vehicles used for transporting students.
- Everyone is required to wear a face covering while on a bus, even if proper social distancing is maintained.

#### Harrison High School Plan:
- Students cannot get on the bus if they have a temperature of 100.4°F or greater
- Strongly encouraged to maintain physical distancing on buses
- All occupants of bus are required to wear face masks and leave an empty seat between them
- Stagger arrival times
  - The athletic buses can be staggered when necessary. Students must sit socially distanced with masks on in the gym bleachers while waiting for their bus to arrive (Coaches MUST supervise)
- Sanitizing protocols
  - All buses must be sanitized after a group’s use. This will happen as per facilities guidelines.
  - Signs with social distancing regulations should be visible and prevalent. Masks must be worn and students must leave every other row vacant. The bus should be filled from the back of the bus forward and unloaded in the opposite manner.
- HHS School Day Bus Use Groups
  - Utilizes a 16 passenger bus owned by the district which permits 8 people in following the social distancing guidelines. Pickup and drop off occur during school hours and may take place in front of the building.
- LEAP (Hudson County Community College LEAP/Early College)
  - Students will not travel to HCCC during the fall semester.
  - Instruction will be completed virtually from HHS.
- Field trips are cancelled for SY 2020/21.
- HHS Culinary Academy
  - Students will not travel to HCCC during the fall semester. Instruction will be provided by Chef Foo from HHS.
- HHS After School Activities/Athletics
  - Utilize 52 passenger buses which permits 20 people in following the social distancing guidelines. Pick up/drop off should be staggered. Smaller district buses will be used only when proper social distancing can be maintained.
4. Student Flow, Entry, Exit, and Common Areas (pp. 23-24 and Appendix for Maps)

- School district reopening plans should establish the process and location for student and staff health screenings.
- This should include providing 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.
- Schools must require the use of face coverings, even if proper physical distancing is maintained.

Harrison High School Plan:
- There are three temperature check stations: Main Door, Side Parking Lot Door, Rear Stadium Door
- Hallways will run like a two-way street. Stanchions will be utilized in all hallways.
- East Stairwell will be for down traffic only.
- Main Middle Stairwell will be for up traffic only.
- West Stairwell will be for down traffic—only between the 2nd and 3rd floor.
  - Use of this stairwell to go to the 1st floor will be reserved for emergencies only.
- Common areas such as the media center and cafeteria will be monitored so students are socially distanced while eating. This is the only area where masks can be removed. Breakfast-After-the-Bell will be consumed in the cafeteria or Media Center prior to going to first period.
- Students must have their mask on when in the cafeteria and not seated (e.g. when entering or exiting the cafeteria and when discarding trash in the cafeteria.)
- Bathrooms will be monitored. During passing, bathrooms will be locked. This will prevent students massively congregating in the bathrooms between periods (this is a huge issue in the HS.)
- Students will NOT be permitted to go to the bathroom between classes. They are required to report to their next class and ask for bathroom pass.
- Bathroom monitors will only allow no more than 1 in the bathroom at a time.

5. Screening, PPE, and Response to Students and Staff Presenting Symptoms (pp. 24-27)

- School districts must adopt a policy for safely and respectfully screening students and employees for symptoms of and history of exposure to COVID-19
- Students and Staff with symptoms related to COVID-19 must be safely and respectfully isolated from others
- If a school district becomes aware that an individual who has spent time in a district facility tests positive COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality

Harrison High School Plan:
RESTART & RECOVERY PLAN

- Staff will be assigned the responsibilities of screening for students and staff. Nurse will not be utilized.
- Staff and student temperatures will be scanned upon entry into Harrison High School with screeners located at the designated entrances.
- School personnel will be stationed at all entrances used during arrival time. Security Guards will monitor temporal screening at Harrison High School’s main entrance for the rest of the day.
- Face masks are required at all times in the building.
- Anyone entering the building must have their temperature checked by security guard or main office staff before being granted permission to enter.
- Visitors will be kept to a minimum (by appointment only.)
- If necessary, visitors should bring their own pens to sign in or out; we can have wipes available in the event a person arrives without one.
- Students and staff should stay home if they are exhibiting signs of COVID-19 listed below. Notify the nurse’s office if you suspect that a child is exhibiting COVID-19 symptoms:
  - A fever of 100.4°F or greater
  - Cough
  - Shortness of breath or difficulty breathing
  - Chills
  - Repeated shaking with chills
  - Muscle pain
  - Headache
  - Sore throat
  - New loss of taste or smell
  - Fatigue
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea
- Teachers must call the nurse’s offices before sending students.
- Partitions will be needed in the nurse’s office for prevention of contamination.
- Separate sick rooms will be needed for students with symptoms that are awaiting pick up.
- More determinations to be made at the District Level with the assistance of the school nursing staff.

6. Contact Tracing (pp. 27-28)

- Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19.
- All school district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school district, should be provided with the information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease.
### 7. Facilities Cleaning Practices (pp. 28-30)

- School districts 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.
- School districts must also develop a schedule for increased routine cleaning and disinfecting, especially of frequently touched surfaces and objects, and New Jersey Department of Education (nj.gov/education) recommends sanitizing bathrooms daily and between use as much as possible.

**Harrison High School Plan:**
- TBD at District Level.
  - All highly touched surfaces (door panic bars, handrails, telephones, computers/mice, bathroom handles for door, etc.) will be continuously wiped down throughout the day.
  - All bathrooms will be monitored and only 1 student at a time will be permitted in the bathroom at the same time.
  - Entire building, including all classrooms, will be properly cleaned as per the principal’s specifications in accordance with BOE policy. Custodian staff will use Ionized Spray disinfection machine on ALL rooms EVERY NIGHT.
  - Ensure all bathroom areas have soap and paper towels throughout the day.
  - Hand sanitizers in classrooms; sanitizing stations will be strategically placed around the building.
  - As per the guidelines, custodians need to clean hallway walls.
  - Detailed cleaning schedules will be determined by district staff along with building level administrators and head custodian.
  - District/HHS will follow CDC guidelines and District will amend cleaning policies in accordance with regular CDC changes. Dan Green and/or Dan Choffo will update these procedures daily and notify principals of the changes.

### 8. Meals (pp. 31)

- If cafeterias or other group dining areas are in use, school districts must stagger eating times to allow for social distancing and disinfecting of the area between groups.
- Additionally, districts must discontinue family-style, self-service, and buffet-style dining and maintain social distancing.
- Cafeteria staff must wash their hands immediately after removing gloves and after directly handling used food items.

**Harrison High School Plan:**
- TBD at District Level.
RESTART & RECOVERY PLAN

• Students will receive breakfast, lunch and snack daily.
• According to the guidelines, only a snack at the conclusion of 4th period will be allowed in classrooms. No other food, at other times, will be consumed in the classrooms.
• Students will receive Grab and Go lunch upon school dismissal daily and must be consumed outside of HHS.
• Students must bring their own water bottle into the classroom. Disposable water bottles are encouraged and no glass bottles will be allowed.
• Students will not be permitted to leave the room for a drink from the water fountain.

9. Recess/Physical Education (pp. 31)

• School districts must complete an inventory of outdoor spaces and mark off areas to ensure separation between students.
• Recess must be staggered by groups and staff must disinfect playground equipment and other shared equipment between uses.
• School districts should also consider closing locker rooms and encouraging students to wear comfortable clothing and safe footwear to school so they can participate in physical education classes without needing to change.

Harrison High School Plan:

Physical Education
• Locker rooms will not be utilized
• Students will not change for activity but are expected to participate with proper footwear and comfortable clothing.
• Masks are mandatory at all times except during aerobic physical activities when social distancing is maintained.
• Gymnasium/field utilization when weather permits will be utilized to maintain proper social distancing when in activity.
• Squads and areas will be marked off with cones/markers/tape.
• All activities will be individually based around fitness/wellness.
• Flow of traffic entering and exiting will be specified for these areas to omit any excessive build up.
• Gym 6 feet apart, floor taping required
• Ideally, no sharing of equipment; therefore, it is recommended to rotate the equipment for each class.
• If shared, clean & disinfect between each use.
• Always wash hands immediately after outdoor recess/activities.
• Cleaning/disinfecting any equipment used before the next cohort arrives.
• Enforcing handwashing requirements without creating new issues related to students congregating in restrooms.

Health
• Health schedules will run accordingly.
• School social workers will be making a regular connection with our freshman health
### Restart & Recovery Plan

- Classes to support the SEL.
- Social distancing will be practiced with minimal group activities.
- All resources are available through online licenses so books will not be shared.
- Release of students from classrooms in a staggered fashion will be discussed to support social distancing.

### 10. Extracurricular Activities and Use of Facilities Outside of School Hours (pp. 31-32)

- All extracurricular activities must comply with applicable social distancing requirements and hygiene protocol. External community organizations that use school facilities must follow district guidance on health and safety protocols.
- In addition to taking these steps to protect students’ and educators’ physical health, leaders must also consider the impact of social isolation on both educators and students.

**Harrison High School Plan:**
- TBD at District Level
Additional Areas of Focus within Conditions for Learning

Social-Emotional Learning (SEL) and School Climate and Culture (pp. 32-39)

- Re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. To this end, school districts are encouraged to thoughtfully plan around the well-being of educators so they can support the social and emotional well-being and learning needs of their students, acknowledge and prepare for the potential trauma that staff and students have faced during the COVID-19 school closures, and recognize and empower educators’ and staff’s strengths.
- Multi-Tiered Systems of support (MTSS) - MTSS is a systematic approach to prevention, intervention, and enrichment in grades PK-12 for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support. In partnership with leaders and educators from districts experienced with implementing MTSS the NJDOE identified universal screening, collaborative problem-solving teams, family engagement, and data-based decision making as critical components for districts moving toward MTSS.

Harrison High School Plan:

Creating Resources
- Create PowerPoint/Sheets presentations for release to staff and student/parent populations
  - List of Procedures/Best Practices/Resources
  - Upload information to Google Docs for students and make available on website for all others

Evaluation of Staff and Student Mental Health
- Focus on incoming freshmen, have Counselors/CST team up to give lessons in health courses
- Introduce and personalize HHS experience for these students
- Re-Engage all others, assist in settling into routine
- Creating a go-to area for evaluation/crisis/group meetings (conference room/unused classroom)
- Create internal list of students in need of services/at risk

Focus on Crisis
- Establish teams that include guidance counselors (alternate partnerships)
- Update resources to include telehealth options
- Eliminate barriers to communication between CST/Guidance/SBYS and facilitate collaborative efforts

Wraparound Supports (pp. 39-43)

- 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.
RESTART & RECOVERY PLAN

- These include mental health support, primary health and dental care, family engagement, expanded before-school and after-school and summer learning time, and mentoring programs.

Harrison High School Plan:
Time Management
- When possible schedule IEP meetings for virtual Wednesdays
- Maximize time to be available for needs of students and staff
- Expedite transactional visits through email and virtual meetings whenever possible
- Delegate paperwork to secretarial staff when possible

Food Service and Distribution (p. 43)
- School meals are critical to student health and well-being, especially for low-income students, and the NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of New Jersey’s approximate 1.4 million students during all phases of school reopening.
- The Department is working with the Departments of Agriculture and Health to ensure that school district concerns related to food service are addressed as more guidance is made available.

Harrison High School Plan:
- TBD at District Level

Quality Child Care (p. 43)
- Child care will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families that otherwise would not utilize child care will now require it. The NJDOE encourages schools to involve child care providers in planning meetings, communicate the school’s modified schedule to local child care providers, and plan to transport students from school to child care facilities.

Harrison High School Plan:
- TBD at District Level

Pandemic Response Team Implementation Strategy

Communication (p. 53)
- Clear and consistent communications with stakeholders are vital to successful implementation.
- Establish a single point of contact for information and ensure that it is regularly maintained, with outdated information removed to ensure that messaging remains clear
to all stakeholders.

- Recognizing that flexibilities in implementation come with unique challenges, craft a strong communications plan to share strategies and rationale with parents and other members of the community.

### Harrison High School Plan:

- Information will be communicated through School Messenger all calls, emails, flyers, and the Harrison High School website.
- Host Virtual Town Hall available to all stakeholders to voice concerns and share suggestions.
- Give opportunity for feedback at all times, set up email or some way to communicate.
- Working emails for ALL parents and guardians must be established in September 2020.
**RESTART & RECOVERY PLAN**

Harrison High School

**COVID Schedule 2020-21**

Student Entry: 7:45 – 8:15 am

Teachers Report: 8:15 – 8:20 am

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>Breakfast/Academic Advisory</strong></td>
<td>8:20 – 8:40 am</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>8:40 – 9:13 am (33 minutes)</td>
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<tr>
<td><strong>2</strong></td>
<td>9:18 – 9:51 am (33 minutes)</td>
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<tr>
<td><strong>3</strong></td>
<td>9:56 – 10:29 (33 minutes)</td>
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<tr>
<td><strong>4</strong></td>
<td>10:34 – 11:07 (33 minutes)</td>
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<tr>
<td><strong>Break</strong></td>
<td>11:07 – 11:22 am</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>11:27 – 12:00 pm (33 minutes)</td>
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<tr>
<td><strong>6</strong></td>
<td>12:05 – 12:38 pm (33 minutes)</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>12:43 – 1:15 pm (32 minutes)</td>
</tr>
<tr>
<td><strong>Student Dismissal</strong></td>
<td>1:15 – 1:20 pm</td>
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<tr>
<td><strong>Teacher Lunch</strong></td>
<td>1:20 – 2:05 pm</td>
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<tr>
<td><strong>Teacher Prep</strong></td>
<td>2:05 – 2:45 pm</td>
</tr>
<tr>
<td><strong>Instructional Support</strong></td>
<td>2:45 – 3:15 pm</td>
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</tbody>
</table>

- Students will physically come to school 2 days/week and be required to participate in a Virtual Learning online class meeting on a third day (Wednesdays) every other week. Group A (Monday & Thursday), Group B (Tuesday & Friday). This lowers the number of students in the building by half.
- Lunch and prep for all faculty will be after the students’ school day (1:15-3:15 pm)
- No lunch periods will be scheduled into the school day.
- Duty schedule will most likely be monitoring bathrooms and classrooms of teachers who are out.
- Extracurricular activities may occur pending district approval after 2:45 pm.
REMOTE LEARNING POLICY

REMOTE LEARNING

In response to State directives regarding reopening school with adequate precautions to prevent the spread of this contagious disease, the board shall provide in-person, fully virtual and hybrid learning opportunities for all students. The board of education shall support a program of in-person, fully virtual and hybrid learning that:

A. Prioritizes the health, safety, and wellness of students and staff;
B. Maintains the continuity of learning;
C. Facilitates equity and ease of access to communications and resources;
D. Flexibly accommodates the needs and varying circumstances of all learners;
E. Incorporates educators, students, parents/guardians, board members and other community members into the entire analysis and planning cycle.

The virtual learning program may consist of synchronous and asynchronous tools. Synchronous tools provide ways of accessing and providing information that require interaction with others to occur at the same time (i.e., online classrooms, interactive webinars, videoconferencing). Asynchronous tools provide ways of accessing and providing information that does not require interaction with others to occur at the same time (i.e., forums, blogs, email, website links, etc.).

The length of the school day for in-person, fully virtual and hybrid learning programs shall be in accordance with N.J.A.C. 6A:32-8.3, stating that 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. District policy 5113 Attendance, Absences and Excuses shall apply and attendance shall be recorded in all educational programs. The attendance and instructional contact time shall accommodate opportunities for both synchronous and asynchronous instruction and ensure that the requirements for a 180-day school year are met.

Additional Anticipated Minimum Standard

The New Jersey Department of Education (NJDOE) Anticipated Minimum Standard provides that, in addition to the methods and considerations explicitly referenced in the NJDOE guidance, The Road Back: Restart and Recovery Plan for Education, for scheduling students for in-person, remote, or hybrid learning, families/guardians may submit, and the district shall accommodate, requests for full time remote learning. Such requests may include any service or combination of services that would otherwise be delivered on an in-person or hybrid schedule, such as instruction, behavioral and
support services, special education and related services. A family/guardian may request that some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the district’s reopening plan.

A. Unconditional Eligibility for Full-Time Remote Learning
All students shall be eligible for full-time remote learning. Eligibility shall not be conditioned on a family/guardian demonstrating a risk of illness or other selective criteria. This includes students with disabilities who attend school in-district or are placed at receiving schools (county special services school districts, educational services commissions, jointure commissions, Katzenbach School for the Deaf, regional day schools, college operated programs, and approved private schools for students with disabilities).

B. Procedures for Submitting Full-Time Remote Learning Requests
Recognizing that planning is required in order to provide continuity in the student’s educational program and arranging the appropriate staff and resources, a family/guardian shall submit a request for full-time remote learning, including requests to begin the school year receiving full-time remote learning and requests to transition from in-person or hybrid services to full-time remote learning during the school year. Procedures for submitting the request are as follows:

1. The request shall be submitted to the principal at least ___________ days before the start of the semester;
2. Requests shall be approved ___________ days after the receipt of the request;
3. Questions and concerns may be directed to the principal or his or her designee;
4. The family/guardian shall submit the following information or documentation with their request. The documentation shall not exclude any students from the school’s full-time remote learning option, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of successful remote learning:

   a. Verification of the technology necessary to receive remote instruction (including camera and speaker capability) and assurance that the student will have access to the device for the length of the school day;
   b. Verification of internet access and/or Wi-Fi sufficient to receive remote instruction;
   c. (Other specific requirement _________________________________)
   d. (Other specific requirement _________________________________)
   e. (Other specific requirement _________________________________)

Families/guardians having limited access to equipment or the internet shall inform the principal or his or her designee. The district shall make a reasonable effort to support the remote instruction by facilitating services and/or providing equipment.

5. For students with disabilities, the district shall determine if an IEP meeting or an amendment to a student’s IEP is needed for full-time remote learning.
6. Families/guardians shall submit a request according to the procedures above for transitioning their student from in-person or hybrid delivery to full-time remote delivery;
7. Families/guardians are expected to cooperate in setting up the transition and may be required to participate in scheduled meetings (in-person or video or tele conferences) during the transition period;
8. School teachers, administrators and other school staff shall endeavor to provide supports and resources to assist families/guardians, particularly those of younger students, with meeting the expectations of the district’s remote learning option.
Upon satisfaction of these minimum procedures, the district shall approve the student’s full-time remote learning request.

C. Scope and Expectations of Full-Time Remote Learning
   A student participating in the board’s full-time remote learning option shall be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in district programs (e.g. students participating in a hybrid model). This includes but is not limited to:

   1. Access to standards-based instruction of the same quality and rigor as that afforded all other students of the district;
   2. The district shall make its best effort to ensure that every student participating in remote learning has access to the requisite educational technology;
   3. Special education services and related services shall be provided to the greatest extent possible.

D. Procedures to Transition from Full-Time Remote Learning to the In-Person Educational Program
   A student shall be eligible to transition to the in-person educational program. This will allow families/guardians to make the arrangements needed to effectively serve students’ home learning needs and will support educators in ensuring continuity of instruction. The family/guardian shall submit a request to transition from full-time remote learning to the in-person educational program according to the following procedures:

   1. The request shall be submitted to the principal at least ____________ days before the start of the semester. The principal may consider requests submitted during the semester on a case by case basis;
   2. Requests shall be approved ____________ days after the receipt of the request;
   3. Questions and concerns may be directed to the principal or his or her designee;
   4. The family/guardian shall submit the following information or documentation with their request. The documentation shall not exclude any students from the school’s in-person educational program, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of a successful transition to the in-person education program:
      a. Summary of synchronous and asynchronous learning opportunities successfully completed;
      b. Summary of synchronous and asynchronous learning opportunities still working through;
      c. The student shall submit to the COVID screening process upon reentry to the school;
      d. (Other specific requirement ____________________________________________)
      e. (Other specific requirement ____________________________________________)
      f. (Other specific requirement ____________________________________________)
   5. Students transitioning to the in-person educational program may be required to submit to an academic assessment prior to being placed in a class. Remediation shall be provided for students that need them;
   6. Families/guardians are expected to cooperate in setting up the transition and may be required to participate in scheduled meetings (in-person or video or teleconferences) during the transition period.

E. Procedures for Communicating District Policy with Families
   Teaching staff members and administrators shall provide clear and frequent communication with families/guardians, in their home language, and shall ensure that communication opportunities are as readily accessible as possible. Communication shall include but shall not be limited to, information regarding:
1. Summaries of, and opportunities to review, the district’s full-time remote learning policy and attendance policy;
2. Procedures for submitting full-time remote learning requests;
3. Scope and expectations of full-time remote learning;
4. Procedures for transition from full-time remote learning to in-person services and vice-versa;
5. The district’s procedures for ongoing communication with families and for addressing families’ questions or concerns:
6. Teaching staff members who are teaching remote classes shall have office hours to address questions and concerns. Teachers shall notify the families/guardians of their students regarding the time of the office hours and the method of contact (email, text, video or teleconference).

F. Reporting
To evaluate full-time remote learning, and to continue providing meaningful guidance for districts, the New Jersey Department of Education (NJDOE) may require districts to report to the NJDOE data regarding participation in full-time remote learning. Data will include the number of students participating in full-time remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners. The chief school administrator shall ensure that such reports are completed efficiently.

Adopted:

Key Words
Virtual Education, Virtual Learning, Remote Education, Remote Learning, Synchronous, Asynchronous, Transition Request

Legal References:

N.J.S.A. 18A:6-3 Courses in constitution of United States
N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study
through -4.8
N.J.A.C. 6A:8-5.1 Curriculum and instruction
N.J.A.C. 6A:9B-3.1 et. seq. Graduation requirements
State Board of Examiners and certification
See particularly:
N.J.A.C. 6A:9B-5, -6, -8, -9, -10, -11, -12, -14
N.J.A.C. 6A:14-3.7 Individualized education program
N.J.A.C. 6A:14-4.1 General requirements
N.J.A.C. 6A:23A-9.5 Commissioner to ensure achievement of the New Jersey Student Learning Standards
N.J.A.C. 6A:30-1.1et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-8 et seq. Student attendance and accounting
Possible

Cross References:

*2224  Nondiscrimination/affirmative action
*6121  Nondiscrimination/affirmative action
*6122  Articulation
*6140  Curriculum adoption
*6142.1 Family life education
*6142.2 English as a second language; bilingual/bicultural
*6142.4 Physical education and health
*6142.6 Basic skills
*6142.9 Arts
*6142.12 Career education
*6146  Graduation requirements
*6147  Standards of proficiency
*6164.2 Guidance services
*6171.1 Remedial instruction
*6171.2 Gifted and talented
*6171.4 Special education
*9130  Committees

# Restart & Recovery Plan

## Lincoln Elementary School Disinfecting Schedule

### LES - BASEMENT DISINFECTING

<table>
<thead>
<tr>
<th>Week of -</th>
<th>Mon</th>
<th>Tues</th>
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</table>

*All water fountains are shut off and marked out of service*

- **Waterfountains**
  - All water fountains are shut off and marked out of service

- **Bathrooms**
  - Will be cleaned hourly from 9 am to 3 pm.

- **Stair handrails**
  - Will be cleaned hourly from 9 am to 3 pm.

- **Door Handles**
  - Will be cleaned hourly from 9 am to 3 pm.

Put your initials in box of day and time area was disinfected.
## RESTART & RECOVERY PLAN

### LES - FIRST FLOOR DISINFECTING

<table>
<thead>
<tr>
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**Waterfountains**: All water fountains are shut off and marked out of service

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</thead>
<tbody>
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<td>Bathrooms</td>
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Put your initials in box of day and time area was disinfected.
# Restart & Recovery Plan

## LES - Second Floor Disinfecting

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<td><strong>Waterfountains</strong></td>
<td>All water fountains are shut off and marked out of service</td>
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<tr>
<td><strong>Bathrooms</strong></td>
<td>Will be cleaned hourly from 9 am to 3 pm.</td>
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<td><strong>Stair Handrails</strong></td>
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<td><strong>Door Handles</strong></td>
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*Put your initials in box of day and time area was disinfected.*
## LES - THIRD FLOOR DISINFECTING

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<td><strong>Bathrooms</strong></td>
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<td><strong>Stair handrails</strong></td>
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<td><strong>Door Handles</strong></td>
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Put your initials in box of day and time area was disinfected.
### Hamilton Intermediate School Disinfecting Schedule

#### HIS - LOWER LEVEL DISINFECTING

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<td>Door Handles</td>
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Put your initials in box of day and time area was disinfected.
## HIS - FIRST FLOOR DISINFECTING

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<td>Waterfountains</td>
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<tr>
<td>Bathrooms</td>
<td>Will be cleaned hourly from 9 am to 3 pm.</td>
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<tr>
<td>Stair handrails</td>
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Put your initials in box of day and time area was disinfected.
## HIS - SECOND FLOOR DISINFECTING

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<td>Stair handrails</td>
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<td>Door Handles</td>
<td>Will be cleaned hourly from 9 am to 3 pm.</td>
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Put your initials in box of day and time area was disinfected.
## Restart & Recovery Plan

### 3rd Floor Disinfecting

- **Water Fountains**: All water fountains are shut off and marked out of service.
- **Bathrooms**: Will be cleaned hourly from 9 am to 3 pm.
- **Stair Handrails**: Will be cleaned hourly from 9 am to 3 pm.
- **Door Handles**: Will be cleaned hourly from 9 am to 3 pm.

<table>
<thead>
<tr>
<th>RM</th>
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**Put your initials in box of day and time area was disinfected.**
# WMS FIRST FLOOR DISINFECTING

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*Put your initials in box of day and time area was disinfected.*
# Restart & Recovery Plan

## WMS Second Floor Disinfecting

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**Lockers**: Lockers will not be used

**Waterfountains**: All water fountains are shut off and marked out of service

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Put your initials in box of day and time area was disinfected.
## HHS - DAILY FIRST FLOOR DISINFECTING

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Put your initials in box of day and time area was disinfected.
**HHS-SECOND FLOOR DISINFECTING**

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**Lockers**

Lockers will not be used

**Waterfountains**

All water fountains are shut off and marked out of service

**Bathrooms**

Will be cleaned hourly from 9 am to 3 pm.

**Stair handrails**

Will be cleaned hourly from 9 am to 3 pm.

**Door Handles**

Will be cleaned hourly from 9 am to 3 pm.

Put your initials in box of day and time area was disinfected.
# RESTART & RECOVERY PLAN

## HHS - DAILY THIRD FLOOR DISINFECTING

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**Put your initials in box of day and time area was disinfected.**
RESTART & RECOVERY PLAN

Technology District Plan

Contact Information:
Peter Santana, Director of Technology
Email: peter.santana@staff.harrisonschools.org
Work: (973) 483-4627

Essential Personnel

- Systems Manager
- Network Administrator
- Technicians

Equitable Access

Harrison School District’s vision for distance learning is to provide all students with internet access via chromebooks, internet MIFIs if necessary. This is available for all general education students, special education students, and English Language Learners. The Harrison School District is committed to the following goals: All students have access to technology through district devices and MIFI Hotspots. All students will be provided with virtual classes where the teachers meet with the students on a daily basis to teach new concepts and check application of concepts being taught.

The District’s faculty and staff is utilizing District technology to plan and prepare for all schools to conduct long distance learning via the internet. Students will be completing their lessons from home, via their laptops, smartphones or other internet-ready devices. End of year assessments will be given to all students in grades 2 - 11. This data will inform the district on how the students are progressing and what programs in interventions will be needed during the summer and beginning of the new school year. Special education teachers and interventions are meeting with small groups of students daily. Virtual STEM classes are being offered to students in grades K - 12.

Technology Support

HSD Technology Department has technicians available daily to support any questions from Parents/Students related to Distance Learning Environment and supporting systems.

No Student Left Disconnected

HSD is committed to enabling any students to participate in their Distance Learning Lessons by providing the following:
1. Chromebooks - Chromebooks will be given out to every student that needs it. Furthermore, there will be an ongoing district monitoring of technology needs by students.

2. WiFi - Every student that did not have internet access at home were instructed to gain access in two ways:
   a. Townwide Internet Providers’ HotSpots
   b. MiFi HotSpots were purchased and are provided to students on needed basis prioritizing Special Needs, ELLs, and Low Income families.

HSD still requires every student to adhere to the Internet and Safety Acceptable Use Policy, Chromebook Acceptable Use Policy, as well as to the Chromebook Loan Form and the Verizon Mi-Fi Loan Form.