

RESTART & RECOVERY PLAN

Restart and Recovery Plan to Reopen Schools

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Version III

DEMAREST Public Schools PK-8 Board of Education

“The district Reopening Plan is an ongoing process and subject to change as directed by the New Jersey Department of Education or as dictated by changing circumstances of the COVID-19 pandemic.”

Fall 2020

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

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

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

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

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

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

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

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

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

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THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

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

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

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

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

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

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

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

Ten Critical Areas of Operation

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

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

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

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

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

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

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

- c. Critical Area of Operation #3 – Transportation – Anticipated Minimum Standards Incorporated into the Plan
- (1) If the school district is providing transportation services on a school bus, a face covering must be worn by all students who are able to do so upon entering the bus.
 - (2) Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.

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

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

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

- (1) The Board’s Plan should establish the process and location for student and staff health screenings.
- (2) Face coverings shall be worn while in the line while waiting to enter or exit a building.
- (3) Each school in the district will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

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

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

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

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

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- supervision and care until picked up by an authorized adult.
 - (ii) Following current Communicable Disease Service guidance for illness reporting.
 - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
 - (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
 - (v) Continuous monitoring of symptoms.
 - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease 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) It is also necessary to acknowledge that enforcing the use of face coverings may be impractical 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.

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- (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]

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- 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.
 - (2) The Board’s Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
 - (a) A schedule for increased routine cleaning and disinfection.
 - (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. door knobs, 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;

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- (vi) Light switches;
 - (vii) Handles on equipment (e.g. athletic equipment);
 - (viii) Buttons on vending machines and elevators;
 - (ix) Shared telephones;
 - (x) Shared desktops;
 - (xi) Shared computer keyboards and mice;
 - (xii) Drinking fountains; and
 - (xiii) School bus seats and windows.
 - (xiv) Walls at student level of reaching
- (e) Sanitize bathrooms daily, and 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.

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- (e) Require that 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.

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(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

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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

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

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

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

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

The Demarest School District, throughout the Spring 2020 pandemic closure, in addition to planning for the 2020-2021 school year, is committed to the well-being of staff, students, and families, as well as providing a safe and positive school culture and climate. See Appendix K for specific details.

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

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behavior that offers educators and families a mechanism to identify individual students who need extra support.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

The Demarest School District is in the process of developing a Multi-Tiered System of Supports to assist in identifying students who need extra intervention and enrichment. Please see appendix K for more details.

c. Wraparound Supports

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

The Demarest School District places the utmost importance on the social and emotional well-being of our students, and have put in place supports to assist students throughout this time. Please see Appendix K for more details.

d. Food Service and Distribution

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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e. Quality Child Care

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

Through the Demarest PTO, there is an after-school program, SACC (School - Aged Child Care), which parents can utilize if they need child care after the in-person school day.

[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.

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- 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.

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- e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.
- f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:
 - (1) School Principal or Lead Person;
 - (2) Teachers;
 - (3) Child Study Team member;
 - (4) School Counselor or mental health expert;
 - (5) Subject Area Chairperson/Director;
 - (6) School Nurse;
 - (7) Teachers representing each grade band served by the school district and school;
 - (8) School safety personnel;
 - (9) Members of the School Safety Team;
 - (10) Custodian; and
 - (11) Parents.
- g. The Pandemic Response Team is responsible for:
 - (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
 - (2) Adjusting or amending school health and safety protocols as needed.
 - (3) Providing staff with needed support and training.
 - (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.

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- (5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
 - (6) Providing necessary communications to the school community and to the school district.
 - (7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.
- h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]

3. Scheduling

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

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

- d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in classroom receive instruction. School officials may:
 - (1) Provide teachers common planning time.
 - (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
 - (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.
 - (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.

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- (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.

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

[See Appendix O – Staffing]

- 5. In-Person and Hybrid Learning Environments: Roles and Responsibilities
 - a. In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and

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maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.

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

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- (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
 - (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
 - (15) Limiting on-line activities for preschool 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:

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

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

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- (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.

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

g. Substitutes

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

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

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- 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 teachers and maintain social distancing.
 - (4) Manage online classrooms for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
 - (5) Implement modifications or accommodations for students with special needs.
 - (6) Facilitate one-to-one student support.
 - (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
 - (8) Provide technical assistance and guidance to students and parents.
 - (9) Develop online material or assignments.

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

[See Appendix O – Staffing]

7. Athletics

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We are not offering athletics at his time.

[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. Readyng 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

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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.

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D. Continuity of Learning

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

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

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

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

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

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

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

2. Technology and Connectivity
 - a. 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 environments as well as preparing them to address

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any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).

- b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.
- c. Virtual and Hybrid Learning Environment
 - (1) Curriculum
 - (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.
 - (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.
 - (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.
 - (2) Instruction
 - (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.
 - (b) In crafting an instructional plan, the school district should consider the following:
 - (i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to

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instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.

- (ii) Design for student engagement and foster student ownership of learning.
- (iii) Develop students' meta-cognition.
- (iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.
- (v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
- (vi) Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.

(3) Assessment

- (a) For the purposed of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
- (b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
- (c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.
- (d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths

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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

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- (5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.
- d. Mentoring and Induction
- (1) Induction must be provided for all novice provisional teachers and teachers new to the district.
 - (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
 - (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
 - (4) Mentoring must be provided in both a hybrid and fully remote learning environment.
 - (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.
- e. Evaluation
- (1) School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
 - (2) School districts should develop observation schedules with a hybrid model in mind.
 - (3) School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
 - (4) School districts should consider the School Improvement Panels (SciP) role in informing professional learning, mentoring, and other evaluation-related activities.
 - (5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

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5. Career and Technical Education (CTE)

N/A Due to the ages of our student populations: PreK-8.

Appendices to the Restart and Recovery Plan to Reopen Schools

Demarest Public Schools Board of Education

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**Fall 2020 and possibly 2020-2021
School Year**

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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. General Protocol

1. Face Coverings Protocols

All employees will be required to wear a mask with optional face shield while inside and outside of the building. Students will be required to wear a mask at all times. The District will be purchasing face masks for all staff and students through our PTO. In addition, the District purchased face shields for every staff member and every office which can be optionally used with and in addition to the masks.

2. Physical Barriers

Enhanced personal protective equipment (PPE) will be provided, such as desk shields for all students, tabletop screens for high-traffic areas and close instruction, face shields for staff, and plastic barriers. Employees and students will be required to clean hands upon entry, before and after certain activities (e.g., eating, recess), and before dismissal.

3. Sanitizing Stations

Sanitizing Stations will be at entries, in lunchrooms, offices, and provided in every classroom.

4. Air Filtrations

All air conditioning unit filters have been replaced with new filters. All classroom univents, which circulate fresh air into the classrooms, have been cleaned and filtered. The district is the process of purchasing new air purifiers for every classroom.

5. Visitors

Visitors will be limited and permitted on emergent needs only. In each school there is a “mantrap” and anyone who enters will be required to have a face covering.

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6. Employee Training

All employees will be required to take courses on our Safe Schools webinar program:

Coronavirus Awareness:

This course is designed to give a brief overview of the rise and nature of this new virus. Topics covered include symptoms and risk factors: what you can do to help reduce your chances of becoming infected: and where to find reliable news and information about COVID-19 outbreak.

The situation surrounding the COVID-19 pandemic is changing constantly, and the latest guidelines may vary state to state. Please refer to your local government resources, the Centers for Disease Control, and the World Health Organization (WHO) for the latest, up-to-date information.

Coronavirus: CDC Guidelines for Making & Using Cloth Face Covering

The Centers for Disease Control and Prevention (CDC) has released new guidelines for the use of cloth face coverings to help slow the spread of coronavirus, also known as COVID-19. This interactive online course covers best practices for wearing cloth face coverings and includes tutorials for sew and no sew methods for creating face coverings as recommended by the CDC. The situation surrounding the COVID-19 pandemic is changing constantly, and the latest guidelines may vary state to state. Please refer to your local government resources, the Centers for Disease Control, and the World Health Organization (WHO) for the latest, up-to-date information.

Coronavirus: Cleaning and Disinfecting Your Workplace

Cleaning of visibly dirty surfaces followed by disinfection is a best practice measure for prevention of COVID-19 and other viral respiratory illnesses in community settings. This course will provide you with practical guidance from the Centers for Disease Control and Prevention (CDC) for cleaning and disinfecting rooms or areas where those with confirmed COVID-19 have visited. The situation surrounding the COVID-19 pandemic is changing constantly, and the latest guidelines may vary state to state. Please refer to your local government resources, the Centers for Disease Control, and the World Health Organization (WHO) for the latest, up-to-date information.

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Coronavirus: Managing Stress and Anxiety

Crises such as the COVID-19 outbreak can certainly induce an incredible amount of worry and stress on anyone. Stress is our body's way of responding to physical, emotional, or mental demands, such as those imposed by COVID-19 pandemic. This course discusses signs and symptoms of stress and explains the physical and emotional effects of built up stress, such as anxiety. This course also discusses stress management techniques, treatment options, and lifestyle changes to help alleviate stress during such difficult times.

Coronavirus: Preparing Your Household

A COVID-19 outbreak could last for a long time in your community. Creating a household plan can help protect your health and the health of those you care about in the event of an outbreak in your community. This interactive online course will provide you with practical guidance from the Centers for Disease Control and Prevention (CDC) to help you get your household ready for community transmission of the disease. The situation surrounding the COVID-19 pandemic is changing constantly, and the latest guidelines may vary state to state. Please refer to your local government resources, the Centers for Disease Control, and the World Health Organization (WHO) for the latest, up-to-date information.

Coronavirus: Reopening Your Organization

The CDC has released guidance to help organizations make reopening decisions during the COVID-19 pandemic, especially to protect vulnerable workers. It is important to check with state and local health officials to determine the most appropriate actions that are unique to your community.

Coronavirus: Transitioning to a Remote Workforce

Advancements in technology and 24/7 internet access have dramatically changed strategies for workforce management, providing flexible, remote working opportunities for some workplaces in times of crisis like the COVID-19 outbreak. This course describes the factors that contribute to the need for a remote workforce, discusses the advantages and challenges of transitioning to a remote workforce environment, and lists best practices for successful remote workforce management. The situation surrounding the COVID-19 pandemic is changing constantly, and the latest guidelines may vary state to state. Please refer to your local government resources, the Centers for Disease Control, and the World Health Organization (WHO) for the latest, up-to-date information.

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b. Protocol for High Risk Staff Members

All high risk staff must self report to administration--an individualized teaching plan will be formulated based on health conditions as per CDC Guidelines and Administrative approval. Reasonable accommodations will be made and may include teaching from another location. High Risk Staff includes the following conditions:

[People with Underlying Medical Conditions](#)

c. Protocol for High Risk Students

Parents will need to report to the building administrator that a student has an underlying medical condition making them an at high risk student. All students should report to school. However if it is deemed by a parent and medical provider that there is too great of a risk with a student attending in person classes reasonable accommodations will be made and virtual classes will be offered. For a list of high risk student potential diagnoses see link above under staff.

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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

1. Social Distancing

All excess furniture has been removed and stored in trailers off site.

Elementary schools can social distance with up to 20 desks per classroom

Middle School classrooms, up to 20 desks.

The district purchased desks to replace tables in certain spaces to ensure the separation of students. Physical distancing will be maintained to the greatest extent possible. Furniture in classrooms will be arranged to maintain the greater than normal distances. This includes instructional and non instructional spaces. The district will provide for limited use of shared objects when possible and clean such objects between uses.

2. PPE -

Students:

Desk shields are utilized for all student desks.

Masks are mandatory throughout the buildings at all times.

Teachers: Desk shields placed on teachers' desks

Face Shields and face coverings provided; masks are mandatory at all times. Face shields have been purchased for all staff members if they choose to use it in addition to the mandatory mask.

3. Common Areas:

The district purchased tabletop barriers for main offices and made others to meet the needs of students who require evaluation or one to one instruction and CST assessments.

4. Small Group Instruction/Non-Instruction

To meet the need of students accessing small group and individualized instruction and assessments, tabletop barriers were made. These groups

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include EEL, speech and language, OT, PT, supplemental literacy instruction and counseling.

4a. Small group instruction:

The staff members charged with the delivery of small group instruction to include but not limited to speech and language services, occupational therapy, counseling, supplemental literacy instruction and English Language Learning will wear a face covering at all times.

When seated, there will be a transparent barrier between the staff member and the students. Each child will enter therapy rooms or areas within the building designated for the delivery of services with their personal desk shields (as stated within this document each student is provided with a personal shield for their desks). When the delivery of speech and language therapy necessitates that the therapist observe students' mouth, the student will wear a mask with a transparent portion so that students can see the therapist's mouth.

4b. Speech and language:

The speech and language therapist will be provided with a mask with a transparent portion so that students are able to see the therapist's mouths.

4c. Occupational Therapist and Physical Therapy:

When the occupational therapist provides services necessitating movement, the students' and therapists' will don face coverings and to the greatest extent possible will maintain physical distancing. Students will be required to sanitize hands prior to entering and prior to leaving the therapy room.

Therapists will ensure that surfaces are sanitized before a new group of students enter the therapy room (wipe down the surface with a sanitiser provided by the district).

4d. Supplemental Literacy Instruction, Counseling and English Language Instruction:

All students and providers will wear a mask. Students and staff members will also use a transparent barrier. If a situation presents whereby the student is

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agitated and sitting is not possible, staff members will wear a mask and every effort will be made to maintain physical distancing.

b. Procedures for Hand Sanitizing

- Employees and students will be required to clean hands upon entry, before and after certain activities and before dismissal.
- Hand washing must be done minimally--upon entering and exiting the building , before and after eating, before and after using the bathroom, after sneezing, blowing nose or touching face and upon coming in from outdoors.
- Sanitizing stations will be at entries, in lunchrooms and provided in every classroom. The sanitizing station will include hand sanitizer, soap and paper towels where there are sinks.
- Children under five years of age will use hand sanitizer under the supervision of an adult.
- To use hand sanitizer before and after use of copy machines by all staff. One person will be tasked with making copies.

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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:

a. Student Transportation

Bus will be cleaned and disinfected after each route
Window(s) will be opened to bring fresh air into the bus to foster air flow

b. Social Distancing on School Buses

- Students/driver must wear masks
- Social distancing will be maintained to the greatest extent possible
- Students will sit in assigned seats that are labeled with name
- Seats will be marked where the children will be able to sit
- Siblings may sit together
- If students are unable to wear face coverings due to a medical condition and social distancing is not possible, an individual accommodation will need to be made.

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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:

All Demarest Schools will have varied drop off and line up locations by grade level, see below. Markers will be placed on the ground designating a six foot distance for our line up procedure during drop off. Posters are placed at each entrance and in each grade level hallways stipulating social distancing, facial masks, handwashing, hygiene practices, procedures to stay in your own hallway and use of designated entrances / exits. Handwashing signs will be placed over all sinks.

a. Location of Student and Staff Screening

1. County Road School:

- a. Staff screening will take place at the main entrance of the building.
- b. Student screening will take place at three entrances; main entrance, APR and side entrance.

Students with a temperature above 100 degrees will not be permitted to enter, their parents will be called to pick them up immediately. During inclement weather students will be expected to have appropriate attire, such as raincoats with a hood, umbrellas, (age appropriate). Students will not be admitted to the building early as was our past practice.

2. Luther Lee Emerson School:

- a. Staff screening will take place at the main entrance of the building

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- b. Student screening will take place at three entrances; main entrance, music room entrance and Lenox Avenue entrance.

Students with a temperature above 100 degrees will not be permitted to enter, their parents will be called to pick them up immediately. During inclement weather students will be expected to have appropriate attire. Students will not be admitted to the building early as was our past practice.

3. Demarest Middle School:

- a. Staff screening will take place at the main entrance of the building.
- b. Student screening will take place at four entrances; main entrance, black top door, flagpole door, and courtyard door.

Students with a temperature above 100 degrees will not be permitted to enter, their parents will be called to pick them up immediately. During inclement weather students will be expected to have appropriate attire. Students will not be admitted to the building early as was our past practice.

b. Student and Staff Screenings

1. Both Student and Staff Screenings will be conducted on a Parent/Staff Portal. Staff and students will be screened for symptoms and history of exposure, visual check of students for symptoms and/or confirmation with families that students are free of COVID-19 symptoms, documentation of when signs/symptoms are observed, and any necessary accommodations for students with disabilities. No student or staff will be able to enter the building without the daily assessment.
2. Student Prescreen questions:

Name of **Student**: Person filling out form:

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Has your child had any contact with a person recently diagnosed with COVID-19?

Yes No

Does your child have a fever over 100.0 F within the last 24 hours?

Yes No

Did you give your child any medication this am?

Yes No

Does your child have a new cough, shortness of breath or difficulty breathing?

Yes No

Does your child have any new loss of taste or smell?

Yes No

Is your child unusually tired or irritable?

Yes No

Does your child have any stomach pain, nausea, vomiting or diarrhea?

Yes No

Does your child have any unusual rashes or redness of his/her toes?

Yes No

Does your child have any redness or pink eyes not explained by usual allergies or an injury?

Yes No

Does your child have any chills or body aches?

Yes No

Does your child have a sore throat?

Yes No

Is anyone in your household sick?

Yes No

3. Daily Employee Pre-screening

Name of **Staff** member filling out form:

Have you had any contact with a person recently diagnosed with COVID-19?

Yes No

Do you have a fever over 100.0 F within the last 24 hours?

Yes No

Have you taken any medication for fever, headache or cough this am?

Yes No

Do you have a new cough, shortness of breath or difficulty breathing?

Yes No

Do you have congestion or a runny nose?

Yes No

Do you feel fatigued, have body aches or chills?

Yes No

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Do you have a severe headache?

Yes No

Do you have a sore throat?

Yes No

Do you have nausea, vomiting or diarrhea or abdominal pain?

Yes No

Do you have a new loss of taste or smell?

Yes No

Is anyone in your home sick with signs or symptoms of COVID-19?

Yes No

Have you been instructed to quarantine by a medical provider, your local health department or by a government mandate?

Yes No

c. Social Distancing in Entrances, Exits, and Common Areas

1. County Road School: 8:05-8:25

- a. Preschool: Students line up in spots distanced six feet apart and will continue on the blacktop. They will enter via the side entrance and proceed directly to their classrooms.
- b. Kindergarten: Students line up in spots distanced six feet apart and will continue along the front of the gym wall. Students will enter via the APR entrance and proceed directly to their classrooms.
- c. First Grade: Students line up in spots distanced six feet apart and will continue along the front of the building along the classrooms. Students will enter via the main entrance and proceed directly to their classrooms.

2. Luther Lee Emerson: 8:05-8:25

- a. Second Grade: Students line up in spots distanced six feet apart and will continue up the sidewalk along the parking lot. Students will enter via the main entrance and proceed directly to their classrooms.
 - b. Third Grade: Students line up in spots distanced six feet apart and will continue along the side of the building by the music and following rooms. Students will enter via the Lenox Avenue entrance and proceed directly to their classrooms.
 - c. Fourth Grade: Students line up in spots distanced six feet apart and will continue along the sidewalk leading to Lenox Avenue. Students will enter via the music room entrance and proceed directly to their classrooms.
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3. Demarest Middle School:

a. Grade Five: 8:00-8:10

Drop off for grade five will be on Northwood Avenue between 8:00 through 8:10. Students will line up along beginning at the flagpole door in spots distanced six feet apart and will continue up Northwood Avenue. Entry to the building will take place at 8:10 when students will go up stairs and report to their homerooms.

b. Grade Six: 8:12-8:22

Drop off for grade six will be on Orchard Road between 8:12 through 8:22. Students will line up beginning at the main entrance in spots distanced six feet apart and will continue around the basketball court and up the sidewalk along Orchard Road. Entry to the building will take place at 8:22 when students will go in the main entrance and report to their homerooms.

c. Grade Seven: 8:00-8:10

Drop off for grade seven will be on Orchard Road between 8:00 through 8:10. Students will line up along beginning at the black top door in spots distanced six feet apart and will continue up around the basketball court and up the sidewalk along Orchard Road. Entry to the building will take place at 8:10 when students will go in the black top door and report to their homerooms.

d. Grade Eight: 8:12-8:22

Drop off for grade eight will be on Northwood Avenue between 8:12 through 8:22. Students will line up along beginning at the Courtyard door in spots distanced six feet apart and will continue down Northwood Avenue. Entry to the building will take place at 8:22 when students will report to their homerooms.

e. Sibling Considerations:

Students in grades six and eight who are dropped off early as a result of a sibling situation should stay with their sibling in grade five or seven and report to their assigned door when their sibling is permitted to enter the

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building. The nurse and principal and/or designee will be present as well at varied locations on campus during entrance and exit.

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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:

a. Screening Procedures for Students and Staff

1. All staff and students must complete a questionnaire regarding symptoms prior to entry to the school building daily. Questionnaires set up via google platform or Realtime, student information system.
2. Temperatures of staff and students will be taken upon entry to school buildings.
3. All staff and students will wear face coverings on entry to school buildings.
4. Students and staff will be supplied with face coverings to wear in school at all times.
5. All staff will also be provided with face shields.
6. Protective barriers for desks will be utilized for all student desks as well as teacher desks.
7. Nurses will wear N95 masks when needed and surgical masks.

County Road School:

Students with a temperature above 100 degrees will not be permitted to enter, their parents will be called to pick them up immediately. During inclement weather students will be expected to have appropriate attire, such as raincoats with a hood, umbrellas, (age appropriate). Students will not be admitted to the building early as was our past practice.

Luther Lee Emerson School:

Students with a temperature above 100 degrees will not be permitted to enter, their parents will be called to pick them up immediately. During inclement weather students will be expected to have appropriate attire. Students will not be admitted to the building early as was our past practice.

Demarest Middle School:

Students with a temperature above 100 degrees will not be permitted to enter, their parents will be called to pick them up immediately. During inclement weather students will be expected

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to have appropriate attire. Students will not be admitted to the building early as was our past practice.

b. Student and Staff Screenings

1. Both Student and Staff Screenings will be conducted on a daily basis via Parent/Staff Portal. No student or staff will be able to enter the building without the daily assessment.
2. Student Prescreen questions:

Name of **Student**: Person filling out form:

Has your child had any contact with a person recently diagnosed with COVID-19?

Yes No

Does your child have a fever over 100.0 F within the last 24 hours?

Yes No

Did you give your child any medication this am?

Yes No

Does your child have a new cough, shortness of breath or difficulty breathing?

Yes No

Does your child have any new loss of taste or smell?

Yes No

Is your child unusually tired or irritable?

Yes No

Does your child have any stomach pain, nausea, vomiting or diarrhea?

Yes No

Does your child have any unusual rashes or redness of his/her toes?

Yes No

Does your child have any redness or pink eyes not explained by usual allergies or an injury?

Yes No

Does your child have any chills or body aches?

Yes No

Does your child have a sore throat?

Yes No

Is anyone in your household sick?

Yes No

Name of **Staff** member filling out form:

Have you had any contact with a person recently diagnosed with COVID-19?

Yes No

Do you have a fever over 100.0 F within the last 24 hours?

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Yes No

Have you taken any medication for fever, headache or cough this am?

Yes No

Do you have a new cough, shortness of breath or difficulty breathing?

Yes No

Do you have congestion or a runny nose?

Yes No

Do you feel fatigued, have body aches or chills?

Yes No

Do you have a severe headache?

Yes No

Do you have a sore throat?

Yes No

Do you have nausea, vomiting or diarrhea or abdominal pain?

Yes No

Do you have a new loss of taste or smell?

Yes No

Is anyone in your home sick with signs or symptoms of COVID-19?

Yes No

Have you been instructed to quarantine by a medical provider, your local health department or by a government mandate?

Yes No

b. Protocols for Symptomatic Students and Staff

Staff or students who have a fever over 100 or any affirmative response to the daily symptom questionnaire especially cough will not be allowed to enter the building. They will be required to test for Covid (per school physician) if a differential diagnosis is not made.

1. The district will encourage parents to be alert for signs of illness in their children and keep them home when they are sick.
2. If symptoms develop while at school--student or staff member will report to the nurse's office immediately. Facial coverings will be worn at all times by students and staff. Students will then enter the isolation area until they can be picked up by a parent. Staff will enter the isolation area and wait for their belongings to be brought to them.
3. Staff and students that are symptomatic will exit the building at the nearest door to the isolation area. Nurse will escort students from the building to the parent.
4. Staff and students will not be allowed back into the building until tested for Covid and results received or a differential diagnosis is made. Staff and students must also be fever free for 72 hours and symptom free before returning to school.

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5. If a staff member or student has a positive test result the district officials will immediately notify the local health department, staff and families while maintaining confidentiality. The district will assist and participate in contact tracing, including records of groups/cohorts, assigned staff, and daily attendance.
6. Readmittance will be consistent with the relevant NJDOH guidance.
7. This is a working document and changes may be made as necessary based on recommendation and guidelines from the CDC.

c. Protocols for Face Coverings

Upon arrival on school property, all individuals will be required to wear a face covering.

Face coverings need to be worn at ALL times while in and near the building.

All staff must wear facial coverings for the duration of time they are in the building.

Upon dismissal, all students and staff will be required to wear a face covering until they leave school property.

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Appendix F

Critical Area of Operation #6 - Contact Tracing

All employees and students will receive a temperature check prior to coming to school. Families and employees will complete Health and Wellness Attestation Forms. These forms will be maintained through our online Realtime student portal. See

Contact Tracing Protocol Overview:

Contact tracing is a key factor in keeping our school and our town as safe as possible from COVID-19. Simply put, contact tracing is a process to identify people who have come into contact with individuals who tested positive for the disease. While COVID-19 may be new, contact tracing is not. It has been used for many years here in New Jersey and around the world as a means of keeping communities safe from the spread of communicable diseases. Upon notification that a person has tested positive for COVID-19, the local health department will call that person to determine others who may be at risk, people with whom they have been in close contact. Close contact currently is defined by the NJDOE as people who have come within 6-feet of them for a period of 10-minutes. Trained contact tracers will then reach out to those people to recommend their next steps, which could include self-quarantine, testing, and other risk mitigation strategies.

- Local health department and school nurses will work in conjunction to activate contact tracing using the Department of Health Contact Tracing forms.
- School nurses will be the district contact tracers.
- School nurses will educate the broader school community on the importance of contact tracing.
- School Safety Specialist and three school nurses have been trained with the three hour workshop at Johns Hopkins University's COVID-19 Contact Tracing course.

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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.

In order to conduct a deep cleaning when necessary, the district will institute a virtual day upon need. This decision will be made in accordance with the Board of Education.

Area	Timing	Existing	Existing protocol	Modified for COVID
PM classrooms	Daily	dusting	Microfiber cloth used one day or until appears dirty	No longer dusting or using reusable cloth
		Clean desks, chairs, computers, phones	Paper towel to clean with disinfectant 72 Hydrogen Peroxide multi purpose and 64H neutral disinfectant cleaner	Paper towel to clean with disinfectant 72 Hydrogen Peroxide multi purpose Spray disinfectant (a) Thymox EPA approved for COVID-19 (b) OR Quaternary EPA approved for COVID-19 ammonium
		Clean toys (when present)	Wipe down toys that are out in the open with paper	Paper towel to clean with disinfectant 72

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			towel or microfiber cloth to clean with disinfectant 72 Hydrogen Peroxide multi purpose and 64H neutral disinfectant cleaner	Hydrogen Peroxide multi purpose Spray disinfectant (a) Thymox EPA approved for COVID-19 (b) OR Quaternary EPA approved for COVID-19 ammonium
		Check univent filters	change once a month	Change every two weeks - MERV 8 filters
		Dry mop and then wet mop	Mop to clean with 72 Hydrogen Peroxide multi purpose and 64H neutral disinfectant cleaner . Water used until appears dirty.	Mop to clean with 64H neutral disinfectant cleaner Clean water after each classroom. Spray disinfectant (a) Thymox EPA approved for COVID-19 (b) OR Quaternary EPA approved for COVID-19 ammonium
		Empty garbage and recycling		No change
		whiteboards/chalkboards	Cleaned with sponge and special cleaner for whiteboards	No change
		n/a	Check level of	80% denatured

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			hand sanitizer in each classroom and refill as needed	alcohol (does not require EPA #)
	Daily - after above cleaning is complete			Spray the entire room, touchpoints with (a) Thymox EPA approved for COVID-19 (b) Quaternary EPA approved for COVID-19 ammonium The solution remains on the surfaces to complete the disinfection process.
PM bathrooms	Daily	sinks/faucets/flushing handles/urinal/seats	Microfiber cloth to clean with disinfectant 72 Hydrogen Peroxide multi purpose and 64H neutral disinfectant cleaner	Paper towel to clean with 64H neutral disinfectant cleaner Spray disinfectant (a) Thymox EPA approved for COVID-19 (b) OR Quaternary EPA approved for COVID-19 ammonium
		Dry mop and then wet mop	Mop to clean with 72 Hydrogen Peroxide multi purpose and 64H neutral	Mop to clean with 64H neutral disinfectant cleaner Spray

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			disinfectant cleaner . Water used until it appears dirty.	disinfectant (a) Thymox EPA approved for COVID-19 (b) OR Quaternary EPA approved for COVID-19 ammonium Clean water after each bathroom.
		Empty garbage	n/a	No change
		Toilet water	Clean with brush with 72 Hydrogen Peroxide multi purpose and 64H neutral disinfectant cleaner .	clean with brush with disinfectant (a) Thymox EPA approved for COVID-19 (b) Quaternary EPA approved for COVID-19 ammonium Clean water after each classroom.
	Daily - after above cleaning is complete			Spray the entire room, touchpoints with (a) Thymox EPA approved for COVID-19 (b) Quaternary EPA approved for COVID-19 ammonium The solution remains on the surfaces to complete the disinfection process.

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PM Hallways	Daily	Window sills	Wipe down Microfiber cloth used one day or until appears dirty with 72 Hydrogen Peroxide multi purpose and 64H neutral disinfectant cleaner .	
		Water fountain	Paper towel (per unit) used to clean with stainless steel cleaner.	Clean with paper towel per unit with disinfectant (a) Thymox EPA approved for COVID-19 (b) Quaternary EPA approved for COVID-19 ammonium
		Floors: Dry mop and then wet mop	Mop to clean with 72 Hydrogen Peroxide multi purpose and 64H neutral disinfectant cleaner . Water used until it appears dirty.	Mop to clean with 64H neutral disinfectant cleaner Spray disinfectant (a) Thymox EPA approved for COVID-19 (b) OR Quaternary EPA approved for COVID-19 ammonium
		Railings, knobs, elevator buttons	Paper towel to clean with disinfectant 72 Hydrogen	Paper towel to clean with disinfectant 72 Hydrogen

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			Peroxide multi purpose and 64H neutral disinfectant cleaner	Peroxide multi purpose Spray disinfectant (a) Thymox EPA approved for COVID-19 (b) OR Quaternary EPA approved for COVID-19 ammonium
	As needed (visual inspection)	lockers	Wipe down Microfiber cloth used one day or until appears dirty with 72 Hydrogen Peroxide multi purpose and 64H neutral disinfectant cleaner .	As needed: Paper towel to clean with disinfectant 72 Hydrogen Peroxide multi purpose Spray disinfectant (a) Thymox EPA approved for COVID-19 (b) OR Quaternary EPA approved for COVID-19 ammonium
	Daily - after above cleaning is complete			Spray the entire hallway (including walls), touchpoints with (a) Thymox EPA approved for COVID-19 (b) Quaternary EPA approved for COVID-19

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				ammonium The solution remains on the surfaces to complete the disinfection process.
		n/a	Check level of hand sanitizer in hand sanitizer station and refill as needed.	80% denatured alcohol (does not require EPA #)
PM Offices	Daily	dusting	Microfiber cloth used one day or until appears dirty	No longer dusting or using reusable cloth
		Clean desks, chairs, computers, phones	Paper towel to clean with disinfectant 72 Hydrogen Peroxide multi purpose and 64H neutral disinfectant cleaner	Paper towel to clean with disinfectant 72 Hydrogen Peroxide multi purpose Spray disinfectant (a) Thymox EPA approved for COVID-19 (b) OR Quaternary EPA approved for COVID-19 ammonium
	Daily/monthly	Check univents/ filters	change when necessary (visual determination) Office filters changed monthly - non-univent	Change every two weeks - MERV 8 filters

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		Clean desks, chairs, computers, phones	Paper towel to clean with disinfectant 72 Hydrogen Peroxide multi purpose and 64H neutral disinfectant cleaner	Paper towel to clean with disinfectant 72 Hydrogen Peroxide multi purpose Spray disinfectant (a) Thymox EPA approved for COVID-19 (b) OR Quaternary EPA approved for COVID-19 ammonium
		Empty garbage and recycling		No change
		Bathrooms: sinks/faucets/flushing handles	Microfiber cloth to clean with disinfectant 72 Hydrogen Peroxide multi purpose and 64H neutral disinfectant cleaner	Paper towel to clean with disinfectant 72 Hydrogen Peroxide multi purpose Spray disinfectant (a) Thymox EPA approved for COVID-19 (b) OR Quaternary EPA approved for COVID-19 ammonium
		Empty garbage	n/a	No change
		Toilet water	Clean with brush with 72 Hydrogen Peroxide multi purpose and 64H neutral	clean with brush with disinfectant (a) Thymox EPA approved for COVID-19 (b)

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			disinfectant cleaner .	Quaternary EPA approved for COVID-19 ammonium Clean water after each classroom.
		Window sills	Wipe down Microfiber cloth used one day or until appears dirty with 72 Hydrogen Peroxide multi purpose and 64H neutral disinfectant cleaner .	Clean with paper towel with disinfectant (a) Thymox EPA approved for COVID-19 (b) Quaternary EPA approved for COVID-19 ammonium .
		Handles, knobs	Paper towel to clean with disinfectant 72 Hydrogen Peroxide multi purpose and 64H neutral disinfectant cleaner	Paper towel to clean with disinfectant 72 Hydrogen Peroxide multi purpose Spray disinfectant (a) Thymox EPA approved for COVID-19 (b) OR Quaternary EPA approved for COVID-19 ammonium
	Daily - after above cleaning is complete			Spray the entire room, touchpoints with (a) Thymox EPA approved for COVID-19 (b)

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				Quaternary EPA approved for COVID-19 ammonium The solution remains on the surfaces to complete the disinfection process.
AM classrooms	Daily - upon arrival before students and staff enter		Walk around building and check for any issues that may have arisen overnight.	No change
	Daily after arrival of staff and students - once classes have begun	handles , knobs, railings	Wipe down Microfiber cloth used one day or until appears dirty with 72 Hydrogen Peroxide multi purpose and 64H neutral disinfectant cleaner	Paper towel changed after each workstation or object to clean with disinfectant (a) Thymox EPA approved for COVID-19 (b) Quaternary EPA approved for COVID-19 ammonium
AM bathrooms	Daily after arrival of staff and students	Check regularly	Custodians informed after each use and use paper towel with disinfectant (a) Thymox EPA approved for COVID-19 (b) Quaternary EPA approved	

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			for COVID-19 ammonium to clean sinks, handles, flushers and seat.	
Plan to keep custodians safe				
Plan to teach custodians how to use supplies correctly (CDC https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf)				
Wash with soap and water if visibly dirty				

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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.

No meals will be served due to the four hour schedule.

Exception: Our LLD class (three students) will have a full day. Students will eat outside when weather permits and custodial cleaning procedures will be adhered to in the classroom if lunchtime is served there. Children will bring their own lunches.

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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.

a. **Recess** - N/A due to the four hour schedule

b. **Physical Education** -

Physical education will take place outside whenever possible. Students will be socially distanced at six feet while participating. Equipment use will be limited and not shared between students. Any equipment that is used will be sanitized after it is used. Students will not change and hence not use the locker room for physical education class as they will be encouraged to wear comfortable clothing and athletic footwear. Students will wash or disinfect their hands at the conclusion of physical activity. Areas of the yard will be designated for physical education class to discourage cohort mixing.

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Appendix J

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

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.

- a. Field trips** - All field trips have been cancelled.
- b. Extracurricular Activities** - All extracurricular activities have been suspended.
- c. Use of Facilities**
All use of Facilities requests have been cancelled. This will allow our custodial crews ample time to focus on cleaning spaces used by our students and staff. It will also allow the weekends to be used for deep cleaning and disinfecting in preparation for a Monday return.
- d. SACC (Student Age Child Care)**
SACC will be following all procedures in our policy including all appendices.

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Appendix K

Academic, Social, and Behavioral Supports

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.

Social Emotional Learning and School Culture and Climate

a. Educator and Student Well-Being

- Demarest Public Schools places the utmost importance on the well-being of staff and students.
- Some designated staff meeting time will be dedicated to staff wellness and emotional well being, given opportunity for reflection and discussion.
- During two day opening PD training, out of district speaker(s) will present Wellness and Managing Stress workshops.
- Staff will complete a Safe Schools online module entitled “Coronavirus: Managing Stress and Anxiety”.
- Through Powerschool for Demarest Middle School and Google Classroom for Luther Lee Emerson and County Road School, teachers will have access to a page of dedicated behavioral and mental health resources.
- Through the Northern Valley Curriculum Center, summer professional learning opportunities will be provided on a variety of topics, including creating a positive classroom environment in the socially distant classroom.
- Mental Health and COVID-19 county and national resources are available on the district’s website.
- Demarest is participating in SEFI’s “Conversations for Connection, Comfort and Calm”, a forum to support the social and emotional wellbeing of early elementary students that is sponsored by Montclair State University.
- Staff will participate in a relaxation techniques workshop during the beginning of the school year professional development.
- Bergen’s Promise offered a one hour workshop to parents and staff on the Nurtured Heart Approach during quarantine. The next level of training (three hour training) can be offered if there is a need.

b. Trauma-Informed Social and Emotional Learning

- All staff will complete a SafeSchools module entitled “Coronavirus: Managing Stress and Anxiety”.

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- [21 Simple Ways to Integrate Social Emotional Learning Throughout the Day](#)
- [SEL Activity Cards](#) *Some activities may not be able to be completed due to social distancing guidelines

c. School Culture and Climate

- At the end of year surveys were conducted regarding staff and student well being, and comfort in returning to school in the fall.
- Staff will be trained on the impact of trauma caused by a medical crisis such as COVID-19. The following concepts will be covered: three possible community behavioral responses that might be elicited, traumatic events with and without bookends, the person role conflict that might exist for teachers during a disaster, and the impact of stress on an individual's functioning. Concrete steps on how to foster resilience during a traumatic event will also be presented to the staff. These steps can be used by both staff to promote their own sense of well-being and can be taught to students.
- Guidance counselors will infuse to conduct lessons devoted to wellness and social-emotional learning. Topics may include but not limited to:
 - Grief, loss, and trauma
 - Mental health and supported behaviors
 - Bias, prejudice, and stigma
- Students will also have access to guidance counselors onsite for assistance.
- Building principals will conduct class or grade-level meetings virtually at the onset of the school year to provide students with instruction on social norms and behavioral expectations.
- These social norms and behavioral expectations will be re-addressed throughout the year through lessons with guidance, meetings with principals, and through reinforcement in the classroom setting.
- Create a positive classroom community
 - Build connections with each other
 - Engage in class discussions
 - Share thoughts, ideas, feelings, questions
 - Reflect on topics, experiences, situations
 - Include Energizers - Brain Breaks incorporated throughout the day

d. MTSS

1. *Universal Screening*

- A continuum of supports is in place that includes whole class instruction, small group instruction, and one-on-one instruction where needed and appropriate. Students will be monitored for progress to see if further interventions are needed.
- A universal screener will be put in place for grades K-8 for the 2020-2021 school year. EasyCBM is a web-based screener which provides data for students in the

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areas of reading and math. This screener will be given three times throughout the school year to ensure student progress and allow instructional staff to provide remediation and / or enrichment when necessary.

- The screener will be given initially in September , then in February, and then at the end of the year. Data from the screener will assist the instructional staff in planning and delivering instruction to ensure all student needs are met.
- This data will also be an integral part of the Response to Intervention process, as it will be a point to assist in identifying areas of student’s strengths and needs and what interventions would be most appropriate for the student in question.

2. Collaborative Problem Solving Teams

- County Road School

Frank Mazzini	Principal
Kelly Stevens	Supervisor of Curriculum, Instruction, and Assessment
Danielle Spence	Guidance Counselor
Jackie Venuti	CST, School Social Worker
Lauren Licameli	Classroom Teacher

* Other members rotate in on an as needed basis. These include the reading teacher, the basic skills teacher, nurse, and the classroom teacher of the student being discussed.

- Luther Lee Emerson

Frank Mazzini	Principal
Kelly Stevens	Supervisor of Curriculum, Instruction, and Assessment
Danielle Spence	Guidance Counselor
Julie Worgul	Learning Teacher Consultant
Sharon Dippolito	Special Education Teacher

* Other members rotate in on an as needed basis. These include the reading teacher, the basic skills teacher, nurse, and the classroom teacher of the student being discussed.

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- Demarest Middle School

Jonathon Regan	Principal
Kelly Stevens	Supervisor of Curriculum, Instruction, and Assessment
Sherri Rinckhoff	Guidance Counselor
Wendy Fine	Child Study Team, School Psychologist
Joanne Werner	Teacher

* Other members rotate in on an as needed basis. These include the reading teacher, nurse, and the grade-level team of teachers of the student being discussed.

3. Family Engagement

- When a student is referred, a parent questionnaire is sent home to be filled out. The information provided is used during the collaborative problem-solving team meeting.
- Follow-up with the families, including discussing outcomes and interventions, is done by the guidance counselor.

4. *Data-Based Decision Making*

- EasyCBM provides both benchmark assessments as well as progress monitoring. This data will be used as a point in assessing what interventions will be needed by the student.
- Classwork and student artifacts will also be used as a data point to assess student interventions.
- The referring teacher(s) fill out a questionnaire in the Realtime Student Information System regarding the student's academic progress and behavioral concerns, as well as information about interventions that have been tried to that point and parent contact.
- Follow-up meetings of the collaborative problem-solving teams will be used to determine the effectiveness of the interventions put in place, as well discuss further or alternate interventions if needed.

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e. Wraparound Supports

The Demarest School District is offering families - adults and children - the opportunity to connect with our trained wellness professionals. This was available during the Spring 2020 closure, during the summer months, and leading up to our schools' reopening. Families were, and continue to be, made aware of community based services through the Demarest District Website. These included updates regarding services from CareOne and Bergen's Promise.

Additionally, in the Spring of 2020, Bergen's Promise ran a one-hour virtual workshop for parents and staff on the Nurtured Heart Approach. This is a philosophy that helps to address social-emotional learning. They are available to work with the Demarest School District through the 2020-2021 school year. Additionally, for families that reached out for support, members of the child study team were available to help create plans to support families and students. Each school building in the Demarest School District has a nurse on-site full time. They monitor student health throughout the schools, and offer parent and student education where appropriate.

During the Spring 2020 pandemic closure, school guidance counselors posted daily SEL lessons and videos for students to access virtually. Resources for parents and students on handling a variety of SEL related topics were sent, in addition to creating a wellness week and spirit week for students to participate in virtually. In grades K-4, virtual daily "lunch bunches" were offered for students who wanted to socially connect with peers. Additionally, students were seen for 1:1 virtual counseling sessions when appropriate. During re-entry, SEL lessons will be delivered to students either synchronously or asynchronously. Small group "lunch bunches" will be offered virtually for students in grades K-4.

f. Quality Child Care

Through the Demarest PTO, there is an after-school program, SACC (School - Aged Child Care), which parents can utilize if they need child care after the in-person school day. This is held on school property and will follow all protocols outlined in the re-entry plan.

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Appendix L

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

- a. **District Leadership Team** served as the core of the Restart Committee/Pandemic Response Team. This team included the superintendent, the elementary school principal, the middle school principal, the supervisor of curriculum and instruction and assessment, the supervisor of the child study team, and the business administrator. The core committee was extended to include other stakeholders according to the guidelines set by the DOE guidelines. *See chart below.*
- b. **Surveys** The leadership team conducted a family survey which solicited the feedback and input of the community. The results were reviewed, and used in the development of the Reopening Plan.
- c. **Stakeholders/Communication:** The superintendent collaborated with the Board of Education on reopening the schools.
- d. **Regional Consultation -**
 1. The superintendent collaborated with the Northern Valley Superintendents' Group. (Northern Valley Education Consortium – NVEC).
 2. The principals collaborated with the Northern Valley Principals' Group (Northern
 3. Valley Principals' Association – NVPA).
 4. The administration core team created a Restart and Reopening Team and had zoom meetings to collaborate ideas for the plan. In addition, input from the Demarest Education Association was received and the Reopening Plan was created for board approval.
 5. The leadership team met with all faculty and staff to review the Plan's overview, components, and details. Families received an update of progress. Once board approved, the plan will be shared with the families. Families will continue to receive timely updates on progress and /or changes.

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RESTART AND REOPENING TEAM

TITLE	NAME
ADMINISTRATION	
Superintendent	Michael Fox
Business Admin/Bd Secretary	Tom Perez
Principal	Frank Mazzini
Principal	Jonathon Regan
CST Supervisor/School Psychologist	Michelle Terzini-Hollar
Supervisor of C//A	Kelly Stevens
Blds/Grounds	Resat Cazminoski
Secretary	Debra Rinaldi
TEACHERS:	
CRS Preschool	Kristen Fallon
CRS Elementary	Gina Long
LLE Elementary	Colleen Appelblatt
DMS	Danielle Ruberto
DMS	Joanne Werner (Union Representative)
OTHER TITLES:	
School Nurse	Karleen McDermott
Special Educator	Sharon Dippolito
Special Area	Maureen Desmond
Member of CST	Wendy Fine
Guidance Counselor	Sherri Rinckhoff
COMMUNITY MEMBERS:	
Dr. deAntonio	School Physician

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Roberta Hoag	Health official
Mrs. Brillhart	Parent Community Representative
Mrs. Jenni Choi	Parent/ Board member
Mrs. Sheila Verna	Board member
Hannah Cohen	Student
Grayson Galli	Student
Mr. Daniel Herz	Parent
Nisha Huber	Parent
Cancice Flax	Parent

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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.

- a. Pandemic Response Teams consists of the building principal, the guidance counselor, school nurse, school psychologist (DMS), school social worker (CRS/LLE) and parent.
- b. The function of the pandemic response teams are to centralize, expedite and implement Covid 19 related decision making. Each school team should have a liaison that reports to district level administrators to ensure that coordinated actions across the district.

<u>PANDEMIC RESPONSE TEAMS</u>	
<u>CRS:</u>	
Frank Mazzini, Building Liaison	Principal/School Safety Specialist
Gina Long	Teacher
Danielle Spence	Guidance
Kelly Tiscornia	Nurse
Candice Flax	Parent
Jackie Venuti	School Social Worker
Resat Cazimoski	Building and Grounds Supervisor
<u>LLE:</u>	
Frank Mazzini Building Liaison	Principal/School Safety Specialist
Sharon Dippolito	Teacher
Danielle Spence	Guidance

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Cindy Paspalas	Nurse
Mary McConville	Parent
Julie Worgul	Learning Teacher Consultant
Resat Cazimoski	Building and Grounds Supervisor
<u>DMS:</u>	
Jonathan Regan Building Liaison	Principal
Frank Mazzini	School Safety Specialist
Sherri Rinckhoff	Guidance
Karleen McDermott	Nurse
Danielle Ruberto	Teacher
Wendy Fine	School Psychologist
Jyothi Cohen	Parent
Joanne Werner	Teacher / DEA President
Resat Cazimoski	Building and Grounds Supervisor

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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. School will be in session for one session days; 8:30 AM - 12:30 PM. This will take place five days per week with 100% of the students in attendance. The schedule opens facilities for at least 180 days in accordance with N.J.S.A. 18A:7F-9
2. County Road and Luther Lee Emerson Schools:
 - a. The elementary schools will run on a normal schedule at 30 minute periods from 8:30-12:30. Students who have opted out of in-person instruction will access class live via the Zoom platform.
 - b. The afternoons will consist of small group, 1:1 and virtual learning, as well as special area virtual clubs.
3. Demarest Middle School will run six classes daily that are 39 minutes in length.
 - a. Students who have opted out of in-person instruction will access class live via the Zoom platform.
 - b. The afternoons will consist of small group, 1:1 and virtual learning.

County Road and Luther Lee Emerson Schools Schedule				
Drop Off-Students will enter the buildings via three different entrances from 8:05-8:25. Information regarding this will be sent out in the future.				
Monday	Tuesday	Wednesday	Thursday	Friday
8:30-12:30 pm	8:30-12:30 pm	8:30-12:30 pm	8:30-12:30 pm	8:30-12:30 pm
Elementary schedules will run on a normal seven period day at 30 minutes per period. All subjects and special area content will be taught on a daily basis.				

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1:20-2:50 pm-At-Home Work, Self-Paced Enrichment Options, Pre-Scheduled Teacher-Help Sessions
--

Demarest Middle School Schedule				
Drop Off-Students will enter the buildings via three different entrances from 8:00-8:24 depending upon a student's grade level.				
Monday	Tuesday	Wednesday	Thursday	Friday
8:30-12:30 pm	8:30-12:30 pm	8:30-12:30 pm	8:30-12:30 pm	8:30-12:30 pm
Middle school schedules will consist of a six period day with 39 minutes per period. All core subjects and two special area classes will be taught on a daily basis.				
1:25-3:05 pm-At-Home Work, Self-Paced Enrichment Options, Pre-Scheduled Teacher-Help Sessions				

PM Virtual Schedule:

After lunch we will be creating a three pronged approach to remote learning. Special education students will be in learning centers with their special education teacher. Special area teachers will be creating enhancement lessons on a rotating basis for each grade level. Content teachers will be providing instruction as “office hours” for students who need additional assistance.

Allowances for a full day of instruction will be made available for students who may require related services, specialized supports, self-contained special education instruction, or other needs that must be addressed on-site.

On July 20, the New Jersey Governor announced that schools must provide a full remote learning option for students who want to remain enrolled in their public schools, but not attend any in-person instruction. We are waiting for more guidance about those requirements and will announce our plans as soon as they are developed. At some point in the next week you will be receiving a short survey asking about the physical and remote options. **Students who opt-out of in-person instruction will access their classes**

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live via the Zoom platform, in addition to having access to the virtual afternoon schedules detailed above.

Should the switch to a fully remote learning experience for all students be necessary, the following is being put into place:

- The [Virtual Learning Plan](#) is attached at the end of this document. It is still being modified from the spring per input from key stakeholders, however updated schedules for virtual learning for all three buildings have been added.
- All students will receive a school-issued technology device prior to the beginning of school. Students will use the devices both at home and school for the duration of the school year. As such, should the district switch fully to remote learning, students will have their devices.
- The learning platforms students will be responsible for using during a fully remote learning experience will be used during in-person instruction and students opting for remote instruction as well, as to ensure an easy transition.
- Teachers will continue to have the opportunity to pursue both in-house professional learning opportunities and opportunities through NVCC in the areas of best practices for virtual learning. See the [NVCC Online Learning Website](#) for more information.

b. Educational Program:

1. Technology and Connectivity - Digital Divide

- The community was surveyed on technology needs in the summer of 2020, in addition to prior in the spring of 2020 prior to the pandemic closure.
- Parents sign off on the district Acceptable Use Policy prior to the start of the school year through the Realtime Student Information System.
- Technology devices at each school:
 - Demarest Middle School students (Grades 5-8) are provided a MacBook Air in September to use throughout the school year, both at home and in the building.
 - Luther Lee Emerson students (Grades 2-4) will be provided the following school-issued device in September to use throughout the school year both at home and in the building.
 - Second Grade: iPads
 - Third Grade: Chromebooks.

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- Fourth Grade: MacBook Pro.
- County Road School students (Grades K-1) will be provided school-issued iPad Minis in September to use throughout the school year both at home and in the building.
- The following online learning platforms will be used throughout the district:
 - Grades PreK-2: Seesaw
 - Grades 3-4: Google Classroom, GSuite
 - Grades 5-8: Powerschool Learning Management System, GSuite
 - Students also have access to accessibility extensions through Google Chrome if needed.
 - Additionally, teachers and parents have been provided with online resources for additional activities and support.
- Technology assistance is available both in-person and virtually through the District IT Coordinator, the District Technology Coordinator, and the Elementary Technology Teacher. This will provide for monitoring, provisions for issuing educational technology throughout the school year, and other provisions necessary to prevent lapses in student access to remote instruction as district or family circumstances evolve.
- Roll-out
 - Demarest Middle School students in grades 6-8 will receive a MacBook Air prior to school beginning.
 - Grade 5 Demarest Middle Students will receive a MacBook Air prior to school starting once a Google Form survey has been completed acknowledging they have watched the virtual orientation.
 - Students in grade 4 will receive a MacBook Pro prior to school starting.
 - Students in grade 3 will receive a Chromebook prior to school starting.
 - Students in grades K-2 will receive iPads prior to school starting.
 - All parents must sign off on the Acceptable Use Agreement in Realtime prior to the pick-up of the device.

2. Curriculum

- A universal screener will be put in place for grades K-8 for the 2020-2021 school year. EasyCBM is a web-based screener which provides data for students in the areas of reading and math. This screener will be given three times throughout the school year to ensure student progress and allow instructional staff to provide remediation and / or enrichment when necessary.
-

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- The screener will be given initially in September , then in February, and then at the end of the year. Data from the screener will assist the instructional staff in planning and delivering instruction to ensure all student needs are met.
- Students will receive in-person instruction for a single session day.
- Afternoons will consist of a variety of virtual opportunities for students to take part in that will include both remediation and enrichment.
- Teachers will have access to priority standards for their grade level / content area, in addition to the grade levels above and below, to assist them in planning their instruction.
 - [Link to Key Priority Standards - Northern Valley Curriculum Center](#)

3. Instruction

- Students will participate in a hybrid model, with in-school instruction in the morning and a virtual platform in the afternoon.
- *County Road School - Instructional Best Practices (K-1) for ELA and Math*
 - In-school instruction will consist of the student's full-day schedule, with periods being 30 minutes in length.

English Language Arts
<ul style="list-style-type: none">● Review: 2-3 minutes<ul style="list-style-type: none">○ Quick question or prompt with student responses, i.e. give a thumbs up/thumbs down, write/draw answer on a white board○ Check for understanding before moving on to next lesson● Mini-lesson: 8-10 minutes<ul style="list-style-type: none">○ Introduce & model new skill in mini-lesson○ Actively engage students○ Include interdisciplinary connections with literary choices○ Check for understanding○ Introduce task/activity for students to begin independently● Independent Practice: 10-15 minutes<ul style="list-style-type: none">○ Conferencing using socially distant protocols with barriers○ Documentation of on-going progress○ Note student needs for continued practice or extension activities

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- Closure: 2-3 minutes
 - Teacher sharing of student success
 - Students sharing
 - Brain Break
- Celebrating Student Work - End of Unit
 - [FlipGrid Videos](#)
 - Use of Seesaw to record reading responses and / or pictures of work to create a virtual portfolio

Math

- Warm-Up: 5-7 minutes
 - Number Talk / Problem of the Day
 - Share as many different ways as possible to solve the problem
- Mini-Lesson / Guided Practice: 8-10 minutes
 - Encourage multiple representations (e.g. try solving it a different way)
- Independent Practice: 10-12 minutes
 - Documentation / anecdotal notes regarding understanding
 - Extension ready for enrichment (Big Ideas Online Learning / [IXL](#))
- Closure: 3-5 minutes
 - Review Independent Practice work and concept/skill
 - Assessment of learning

- *Luther Lee Emerson - Instructional Best Practices (2-4) for ELA and Math*
 - In-school instruction will consist of the student's full-day schedule, with periods being 30 minutes in length.

English Language Arts

- Review: 2-3 minutes
 - Quick question or prompt with student responses, i.e. give a thumbs up/thumbs down, write/draw answer on a

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white board

- Check for understanding before moving on to next lesson

- Mini-lesson: 8-10 minutes
 - Introduce & model new skill in mini-lesson
 - Actively engage students
 - Include interdisciplinary connections with literary choices
 - Check for understanding
 - Introduce task/activity for students to begin independently
- Independent Practice: 10-15 minutes
 - Conferencing using socially distant protocols with barriers
 - Documentation of on-going progress
 - Note student needs for continued practice or extension activities
- Closure: 2-3 minutes
 - Teacher sharing of student success
 - Students sharing
 - Brain Break
- Celebrating Student Work - End of Unit
 - [FlipGrid Videos](#)
 - Grade 2 - Use of Seesaw to record reading responses and / or pictures of work to create a virtual portfolio
 - Grades 3 / 4 - Use of GSuite to create a virtual portfolio / share end of unit work
 - [Padlet](#)

Math

- Warm-Up: 5-7 minutes
 - Number Talk / Problem of the Day
 - Share as many different ways as possible to solve the problem
 - Fluency Review
 - Pacing of this activity should be fast and quick

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- Do not need to share strategies since these should be automatic - if you notice a student having difficulty, this would be a good suggestion for intervention
- Use whiteboards and have students show at the same time -- encourages whole class participation and allows you to assess each student and notice patterns
- Mini-Lesson / Guided Practice: 8-10 minutes
 - Encourage multiple representations (e.g. try solving it a different way)
- Independent Practice: 10-12 minutes
 - Documentation / anecdotal notes regarding understanding
 - Extension ready for enrichment (Big Ideas Online Learning / [IXL](#))
- Closure: 3-5 minutes
 - Review Independent Practice work and concept/skill
 - Assessment of learning
 - Grade 2 - Use of Seesaw for exit tickets
 - Grades 3 / 4 - Use of Google Classroom for exit tickets
 - [Flipgrid](#) to explain how to solve a problem / perform a skill
 - [Padlet](#)

- *Demarest Middle School - Instructional Best Practices (5-8) for ELA and Math*
 - In-school instruction will consist of a 6 period day, with students receiving instruction in the four core subjects with two enrichment and / or special area subjects.
 - Periods will run for 39 minutes.

Suggested Timeframe Outline (May Vary According to Content Area)

- Review: 3-5 minutes
 - Quick question or prompt with student responses, i.e. give a thumbs up/thumbs down, write/draw answer using GSuite and / or Powerschool
 - Check for understanding before moving on to next lesson

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- Mini-lesson: 12-18 minutes
 - Introduce & model new skill in mini-lesson
 - Actively engage students
 - Check for understanding
 - Introduce task/activity for students to begin independently
- Independent Practice: 10-15 minutes
 - Conferencing / assistance using socially distant protocols with barriers
 - Documentation of on-going progress
 - Note student needs for continued practice or extension activities
- Closure: 3-5 minutes
 - Teacher sharing of student success
 - Students sharing
 - Brain Break
- Celebrating Student Work - End of Unit
 - [FlipGrid Videos](#)
 - [Padlet](#)
 - GSuite (Slides / Docs / Sites)
 - iMovie
 - Screencastify
 - Wiki Project - Powerschool

4. Instructional Resources

These resources are appropriate for both in-person and virtual learning.

Promote Positive Classroom Culture and Community

- [A Positive Classroom Culture - Even From a Distance](#)
 - While this focuses on remote learning, the ideas discussed could

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certainly apply to a socially distant classroom.

- Reach out to families
- Provide personalized touch points / address and use students' names
- Provide timely and meaningful feedback (this could be verbal as well as digital through avenues like Google Docs, Flipgrid, Mote).
- Show them you care! (Joke of the Day, positive call or email home, specific positive praise)

General Classroom Resources (All Curricular Areas)

- [Classroom Games to Play While Social Distancing](#)
 - This link has the explanation of several games that don't require students to share materials or interact. It also has Powerpoint templates to download to customize the games according to your content.
- [Ways to Use the G Suite to Encourage Collaboration](#)
 - The above features ways to use Google Docs, Slides, and Forms either remotely or for socially distant classroom collaboration.
- PowerSchool (DMS)- create assessments and assignments. Students may submit via the Dropbox or a discussion thread.
- Google Applications such as Docs, Slides, and Forms- use for collaborative writing in order to leave feedback. Use for shared assignments for student collaboration.
- [Edpuzzle](#)
- [Padlet](#)- utilize for brainstorming, posting discussions, asking questions, and giving feedback
- [Screencastify](#) or QuickTime videos - model examples of what is expected or teach a mini-lesson. Have students follow-up with a discussion post or reflection.
- [IXL](#)- assignments align with the standards. Assign a percentage to which students should complete the task.
- [Newsela](#)- submit questions to different texts on Newsela. Students can then respond to prompt about the texts on PowerSchool.
- [Quizizz](#)

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Collaborative Note Taking Strategies

- [Collaborative Note Taking Using Google Docs](#)
 - Students take notes together virtually through the use of Google Docs or Slides.
 - Allows students to learn from each other as well as share their own perspectives.
 - Because it is a group effort, if a student gets distracted or misses something, other members of the group can fill it in.
- [Collaborative Note Taking Template](#)
- [Thoughts and Suggestions on Collaborative Note Taking](#)
 - The above has guiding principles for collaborative note taking.
 - Additionally, it has a template and step by step instruction on how to set up and implement.

Reading / ELA / Social Studies

- [Epic \(K-5\)](#)
- [Smithsonian Tween Tribune](#)
- [Newsela \(Grades 2-8\)](#)
- [ReadWorks](#)
- [Wonderopolis](#)
 - Use of [Google Sites](#) for online blog / journal / portfolio
 - Powerschool discussion board or GSuite for book club discussions

Mathematics

- [Math Task Bank](#)
 - Above contains technology resources specific to math that can be used remotely as well as in a socially distant classroom.
- [Resources to Spark Mathematical Discussions](#)
- [Khan Academy](#)
- Big Ideas Online

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Art

- [Artfully Learning's Online Art Lesson Plan Outlines](#)
- AutoDraw (<https://www.autodraw.com/>)
- Colorations: The Art of Learning
(https://colorations.com/browse-activities/?utm_source=bluecore&utm_medium=email&utm_campaign=eml_educate_031620&utm_content=031620_educate_notify_active&obem=gCcSigyVigotR32OJJvdBhrGcKVsisjEkMxT_ajKGcl%3D&bc_lcid=t5532238904066048lw6139225291390976li3)
- Creating a Masterpiece
(<https://creatingamasterpiece.com/product/drawing-program-2/>) (Code: Corona2020)
- EDSITEment! For Arts & Culture
(https://edsitement.neh.gov/lesson-plans?f%5B0%5D=lesson_plan_subject_topic_facet%3A9391&f%5B1%5D=lesson_plan_subject_topic_facet%3A9451)
- Emily Arrow (<https://www.youtube.com/emilyarrow>)
- Instruments of the Orchestra
(<https://listeningadventures.carnegiehall.org/index.aspx>)
- Jarrett Krosoczka (<https://www.youtube.com/studiojjk>)
- Khan Academy's Art History (<https://www.khanacademy.org/>)
- Mark Kistler's Drawing Lessons
(<https://markkistler.com/?fbclid=IwAR37pyxPHEoYo1NYOcbMBnlpFKacPFic2hH67dMg83CxyvcKsITEDS7IAZk>)
- Museum Virtual Tours--Travel and Leisure
(<https://www.travelandleisure.com/attractions/museums-galleries/museums-with-virtual-tours>)
- NeoK12 (<https://www.neok12.com/>)
- PBS Learning for the Arts (<https://nj.pbslearningmedia.org/subjects/the-arts/>)
- PBS Learning Media for Preschool
(<https://nj.pbslearningmedia.org/subjects/preschool/creative-development/the-arts/>)
- Quizizz (<https://quizizz.com/admin?searchActive=true>)
- TedEd for All Arts
(https://ed.ted.com/lessons?content_type=animations&category=the-arts&direction=desc&sort=publish-date)
- [Google Arts and Culture](#)

Technology / Coding / Media

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- [Elementary Coding Resource Collection](#)
 - The above can be used for either remote learning or in a socially distant classroom.
- Code.org (<https://code.org/>)
- Coding - Hour of Code (<https://hourofcode.com/us/learn>)
- Navigating Digital Information (<https://www.youtube.com/playlist?list=PL8dPuuaLjXtN07XYqqWSKpPrtNDiCHTzU>)
- Typing (<https://www.typing.com/>)
- Typing Club (<https://www.typingclub.com/>)
- Typing Games Zone (<https://www.typinggames.zone/>)

Music

- [Article on Performance-Based Music](#)
 - The above can be used for either remote learning or in a socially distant classroom.
- EDSITEMent! For Arts & Culture (https://edsitement.neh.gov/lesson-plans?f%5B0%5D=lesson_plan_subject_to_pic_facet%3A9391&f%5B1%5D=lesson_plan_subject_topic_facet%3A9451)
- Neo K12 <https://www.neok12.com/>
- PBS Learning for the Arts (<https://nj.pbslearningmedia.org/subjects/the-arts/>)
- PBS Learning Media for Preschool (<https://nj.pbslearningmedia.org/subjects/preschool/creative-development/the-arts/>)
- Quizizz (<https://quizizz.com/admin?searchActive=true>)
- Sight Reading Factory (<https://www.sightreadingfactory.com/>)
- Smart Music (<https://www.smartmusic.com/>)
- Solfeg.io (<https://help.solfeg.io/hc/en-us/articles/360006637818-How-to-teach-your-music-class-online>)
- TedEd for All Arts (https://ed.ted.com/lessons?content_type=animations&category=the-arts&direction=desc&sort=publish-date)
- [Google Arts and Culture](#)

Physical Education / Movement / Health

- [Rep It Out! Games for Social Distancing](#)
 - The above has large area socially distant games for grades K-8.

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- Coach Wood's PE Class (https://www.youtube.com/channel/UC1dtNDz_Fd-sb_RuGcDew4A/videos)
- Cosmic Kids Yoga (<https://www.youtube.com/user/CosmicKidsYoga>)
- PBS Learning Media for Health and Physical Education (<https://nj.pbslearningmedia.org/subjects/health-and-physical-education/>)
- PBS Learning Media for Preschool Physical Development (<https://nj.pbslearningmedia.org/subjects/preschool/physical-development/>)
- The Physical Educator Teacher Tools (<https://thephysicaleducator.com/resources/>)
- Sworkit (<https://app.sworkit.com/collections/kids-workouts>)
- TedEd for All Health (https://ed.ted.com/lessons?content_type=animations&category=health&direction=desc&sort=publish-date)

World Languages

- Conjuguemos (<https://conjuguemos.com/>)
- FabuLingua (<https://www.fabulingua.com/>)
- Mango Classroom (https://mangolanguages.com/info/covid19-response.cfm?utm_campaign=COVID-19%20Response&utm_source=hs_automation&utm_medium=email&utm_content=84680798&_hsenc=p2ANqtz-sCjUYIjQD-uNMB8sFYZeOvnAPgkJA29iiAftu9S8UsLr9EcQIIFSV0WRSAPL-GP-i5w4P3dPr5uvbQqk4zQnYIY29tKJyMsvaTTwCFml65vrs98I&_hsmi=84680798)
- PBS Learning Media for World Languages (<https://nj.pbslearningmedia.org/subjects/world-languages/>)
- The Spanish Experiment (<https://www.thespanishexperiment.com/stories>)
- Super Simple Español (<https://www.youtube.com/channel/UCyY3Wd5x85o8AKXjYSoxFAQ/videos>)

S.T.E.M. / Science

- Concord Consortium (<https://learn.concord.org/>)
- Imagineering in a Box (<https://www.khanacademy.org/humanities/hass-storytelling/imagineering-in-a-box>)
- NASA STEM Engagement (<http://nasa.gov/stem-at-home-for-students-k-4.html>)
- Playdough to Plato (<https://www.playdoughtoplato.com/stem-activities-for-kids/>)

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- Storytime from Space
(<https://www.youtube.com/channel/UCpotjVqWv3KfGHjWztjPKgg>)

English Language Learners

- With students receiving in-person instruction, they will have the opportunity for sessions with the ELL teacher.
- For virtual learning:
 - In grades PreK-2, the program Imagine Learning will be used to provide ELL support. Weekly progress reports through the program allow for progress monitoring and gives data on the support needed by the students.
 - There will also be opportunities for additional synchronous support through the Zoom platform.
 - The district has two Instructional aides that assist with translation of classroom instructions when needed, either during the live general education classes or with pre-recorded lessons and instructions.
- Regular communication with ELL families is done via email, Zoom meetings, or Google Hangouts. When needed, one of the district's teachers is invited to translate. Additionally, the district uses the company TransPerfect to translate written communication that gets mailed home.
- Students K-2 all have district provided iPads to use for both in -persons and virtual instruction. Students in grade 3 utilize district-provided Chromebooks and students in grade 4 use district-provided MacBooks. In grades 5-8, each student has a district-provided MacBook Air laptop.
- Technology support is available remotely through the District Technology Coordinator and the Instructional Technology Coordinator

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Assessment

Universal Screening

- A continuum of supports is in place that includes whole class instruction, small group instruction, and one-on-one instruction where needed and appropriate.
- A universal screener will be put in place for grades K-8 for the 2020-2021 school year. EasyCBM is a web-based screener which provides data for students in the areas of reading and math. This screener will be given three times throughout the school year to ensure student progress and allow instructional staff to provide remediation and / or enrichment when necessary.
- The screener will be given initially in September , then in February, and then at the end of the year. Data from the screener will assist the instructional staff in planning and delivering instruction to ensure all student needs are met.
- This data will also be an integral part of the Response to Intervention process, as it will be a point to assist in identifying areas of student’s strengths and needs and what interventions would be most appropriate for the student in question.

Teachers will assess students using a variety of tools for both formative and summative assessments. Through virtual professional learning provided by the district as well as the [Northern Valley Curriculum Center](#), teachers have been exposed to a variety of strategies and tools to assess students virtually and in a socially distanced classroom.

These include, but are not limited to:

- Discussion and participation in live and / or virtual classes
- Review of submitted assignments
- Flipgrid video responses
- Online assessments through learning management systems and online quiz sites
- Project-based assignments that require students to create a product to express learning (Google Slides, iMovie, Screencasting)
- Teachers will be provided with the following to assist with assessment, all suggestions could be used in-person or virtually
 - [Assessment in Virtual Learning presentation](#)
- Teachers also have access to resources from the Northern Valley Curriculum Center regarding [Assessment and Instruction](#).

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5. Special Education

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

a. The Demarest Child Study Team will make every attempt to deliver the related services of OT, PT, speech and language therapy, supplemental literacy instruction and counseling as stated in the IEP. A tracking system is implemented to track the delivery of services. During the closure, meetings with teachers and CST occurred to discuss and track student progress. There will be a minimum of two meetings during the year with teachers and CST members to review data and track student progress as per their goals and objectives.

b. Prior to the closure, less than six in-district students were identified as requiring either an extended school year or an enrichment program for the summer of 2020. During the closing new criteria were developed to track student progress and guide decision making as to which students would benefit from an increase in related services and a summer enrichment program. Approximately 66 students were identified and offered a virtual summer program that consisted of a combination of related services and academic programming. In addition, there are nine out of district students all of whom accessed an extended school year.

c. (1) The majority of the District's medically fragile students attend either the Valley Program or the Deron School. The Demarest School District is working closely with those institutions to ensure the delivery of education and related services in a manner that respects the student's medical profile.

(2) During the closure the District developed criteria used to evaluate the need for additional services and a summer program. The District will review this criteria, determine it's utility for the 2020-2021 school year and develop additional criteria if necessary. A minimum of two meetings will occur during the school year to consider the need for increased services.

(3) The same process as in number 2 will be employed.

(4) An extensive plan was developed to conduct and complete evaluations that were unable to be completed during the closure. This plan is being implemented the week of July 27 and the week of July 2nd. The goal is to provide parents access to assessments on a voluntary basis.

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(5) We are a district who provides services for students aged pre-k through 8. We will continue to support the transition of our 8th grade students to the NVRHS but surveying their personal and academic interests, assisting in the selection of high school courses, and administering normed assessments when necessary.

(6) The Demarest School District, in conjunction with Region III actively engages in Child Find by posting ads in local newspapers. The Demarest Parent Committee is active and helps to promote knowledge regarding special education and related services (including identification of students with needs) to the community at large.

Professional Learning

- The Demarest School District provides both in-house professional development, as well as access to professional learning opportunities through the Northern Valley Curriculum Center.
- Demarest instructional staff will be provided training on the use of EasyCBM, which will be the universal screening tool used to help in assessing student learning loss in grades Kindergarten through eighth grade.
- In-house professional learning opportunities, for both instructional and support staff, were presented both synchronously and asynchronously on a variety of topics during the Spring 2020 pandemic closure. These included, but were not limited to:
 - The Basics of Zoom
 - Assessing in a Virtual Environment
 - Technology tools including Flipgrid, Quizizz, Seesaw, and Google Classroom
- Virtual professional learning was also provided through the Northern Valley Curriculum Center throughout the Spring 2020 closure on a variety of topics, including best practices in virtual teaching, grade-level teacher roundtables, and various technology tools. Please see [link](#) for more information.
- During the summer, virtual professional learning opportunities are being offered through the [Northern Valley Curriculum Center](#). Topics include, but are not limited to:
 - Content Area Roundtable Discussions
 - Creating Culture and Community
 - Social - Emotional Learning to Start the Year

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- Strategies for Addressing Learning Loss
- Teaching in a Socially Distant Environment
- Teaching Online vs. Face to Face
- Zoom and Google Meet Tools
- Back to school professional learning opportunities will be available during the first two staff days. These will include, but are not limited to:
 - Protocols / Responsibilities regarding Re-Opening
 - Speaker on Managing Stress / Relaxation Techniques
 - EasyCBM (Universal Screener)
 - Big Ideas (Math Program with an Online Component)
 - SafeSchools Coronavirus Awareness Courses (Virtual)
- Throughout the year, professional learning opportunities will be offered both in-house and through the [Northern Valley Curriculum Center](#). Staff were surveyed in the spring of 2020 for potential topics. These will either be provided in-person or virtually, taking into account safety parameters and precautions.
- Teachers new to Demarest will be enrolled in the [Northern Valley Curriculum Center's Professional Learning Academy](#). This is a three year program that requires educators to take a variety of professional learning opportunities, including Classroom Leadership, Instructional Skills, and Assessment: Strategies for Design. Additionally, summer sessions will include opportunities for teachers to dig deeper into current topics, such as diversity and social-emotional learning.
- Staff will develop PDPs based on the needs of the district, school, and individual educator in collaboration with administrative team.

Mentoring and Induction

- Teachers new to Demarest, both novice and experienced, will attend an induction session with the administrative team, union representatives, and other teacher representatives. This session will include, but is not limited to, an overview of the district, protocols, roles and responsibilities, and technology

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systems. This session will take place either in-person or virtually dependent on safety protocols and precautions.

- Teachers new to Demarest, both novice and experienced, will be enrolled in the [Northern Valley Curriculum Center’s Professional Learning Academy](#). This is a three year program that requires educators to take a variety of professional learning opportunities, including Classroom Leadership, Instructional Skills, and Assessment: Strategies for Design. Additionally, summer sessions will include opportunities for teachers to dig deeper into current topics, such as diversity and social-emotional learning.
- Through the [Professional Learning Academy](#), teachers new to Demarest, both novice and experienced, will be assigned an instructional coach.
- All mentors in the Demarest Public Schools have been through the approved training provided by the Northern Valley Curriculum Centers.
- A mentor will be provided for novice teachers. The mentor will also be provided with a copy of the [2020-2021 District Mentoring Plan](#), which includes responsibilities of the mentor and mentee, whether the mentoring takes place in-person or virtually.

Staff Evaluations

- All certificated staff will be evaluated per the guidelines of NJ Achieve unless further guidance is provided by the NJDOE. The School Improvement Panels will collaborate with the administration on evaluation, professional development and mentoring.

Appendix O

Staffing

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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 school district recognizes that high quality teaching is a tremendous indicator of student success. The district will comply with all applicable employment laws including but not limited to ADA and HIPPA. The district will comply with certification, evaluation, and mentoring regulations.

Administrators:

Administrators will be in charge of overseeing the staff to ensure compliance with student learning standards and that they are being assessed on the knowledge being taught. This includes collaboration on curriculum planning, assessing and supporting the emotional wellbeing of all constituents in the school population. Administrators will create high quality coherent schedules to maximize educational outcomes. They will model and reinforce high quality instruction. In an effort to maximize educational outcomes they will assess teacher, student, and parent needs regularly. Administrators will provide time for collaboration and team planning. Administrators will prioritize high needs students for in person instruction.

Teachers:

Instructional staff will reinforce social distancing protocols and support safety logistics. Standards based instruction will be delivered on a daily basis. Instructional staff will engage in effective classroom management, set clear expectations for students, assess learning, and provide feedback as is necessary for learner's progress. In our hybrid model office hours and extra help times will be maintained in a live synchronous fashion.

Instructional Assistants

Instructional Assistants will continue to provide support for the students that they are assigned to as per the IEP. This will be done while avoiding person to person contact. They will Lead small group instruction to ensure social distancing. They will provide real time support to students and parents during real time instruction in either the in person or virtual learning environments.

Educational Service Professionals

Educational Service Professionals will provide services to the special education population as stated in their IEP. They will advocate for their students while providing small group instruction in both the virtual and in person settings. In accordance with our

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current practice they will partner with parents and guardians to assist families in their core area of expertise.

Student Teachers will support the instructional staff as per the expectations noted above.

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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.

Fall sports will not be taking place

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Appendix Q

Virtual Learning Plan



DISTRICT HEALTH RELATED VIRTUAL LEARNING PLAN

UPDATED JULY 2020

(Appendix for School Re-Entry Plan)

Michael Fox, Superintendent

Demarest Public Schools

201-768-6060 X 53428

568 Piermont Road

Demarest, NJ 07627

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Demarest Public Schools Online Learning Contingency Plan

Expectations and Requirements - Teachers

- Expectations and instructions for students will be clear and concise.
- Please see each school for clearly outlined expectations for teachers.
- In designing virtual learning experiences, keep in mind the following:
 - What is the student learning objective?
 - How will the objective be assessed?
 - On average, how long should it take for a student to complete the assignment?
 - Will the student have all the necessary tools available to complete the assignment?
 - Does the student have an IEP? Consider how you will address the modifications and accommodations.

Equitable Access

- The Demarest School District sent out a community survey ensuring all students had internet access and devices (to use as a backup if necessary for DMS and LLE students) at home.
- Demarest Middle School students (Grades 5-8) will continue use of a MacBook Air provided through the 1:1 initiative.
- Luther Lee Emerson students (Grades 2-4) will be provided with a device to use at home:
 - Second grade students will receive an iPad for home use.
 - Third grade students will receive a Chromebook for home use.
 - Fourth grade students will receive a MacBook Pro for home use.

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- County Road School students will be using home devices. As of 4/13/20, Kindergarten and first grade students received school-issued iPads.
- The following online learning platforms will be used throughout the district:
 - Grades PreK-2: Seesaw
 - Grades 3-4: Google Classroom, GSuite
 - Grades 5-8: Powerschool Learning Management System, GSuite
 - Students also have access to accessibility extensions through Google Chrome if needed.
- Additionally, teachers and parents have been provided with online resources for additional activities and support.

Remote Learning Options for Families

Requests for full-time remote learning may include any service or combination of services that would otherwise be delivered to students on an in-person schedule, which may be a hybrid schedule, such as instruction, behavioral and support services, special education, and related services. A parent may request some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the provisions in the school district's Restart and Recovery Plan, Restart and Recovery Policy 1648, and Remote Learning Options for Families, Policy 1648.02.

A parent may contact the Principal or designee of the building the student would attend with any questions on: a request to transition from in-person services to full-time remote learning; a request to transition from full-time remote learning to in-person services; the procedures of this Policy; and/or any other information regarding the school district's Restart and Recovery Plan, Restart and Recovery Policy 1648, and Remote Learning Options for Families, Policy 1648.02.

Demographic Information

Economically Disadvantaged Students	0.3%
Students with Disabilities	16.6%
English Learners	2.7%

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Homeless	0.0%
Students in Foster Care	0.0%
Migrant Students	0.0%

Essential Personnel

Title/Roll	Workstream	Duties
(1) Superintendent	Liaison between BOE, Governmental agencies, all staff, parents and children.	To lead all critical teams to provide virtual education.
(1) Business Administrator	Liaison between BOE, governmental agencies, Superintendent	Continue to provide services Related to budgeting, emerg. purchases , all other purchases, bills, school plant operations and facilities.
(2) Principals Demarest Middle School Luther Lee Emerson and County Road School	Liaison between Superintendent, staff, parents and guardians, students	Communicate plans to staff and parents, provide assistance to Curriculum Coordinator and implementation on all virtual learning across all grades. Observ. And monitoring staff.
(1) Supervisor - Child Study Team	Liaison between Supt, Principals, Teachers, Parents	Following all legal guidelines from DOE with all children with IEPs
(1) Supervisor - Curriculum, Instruction, and Assessment	Liaison between Superintendent, principals, and staff	Communication with staff, oversight of teacher pages, assist with resources and providing professional development, technology troubleshooting, assist with communication to community

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(9) Psychologists, Social Worker, OT, Speech, ESL		See appendix
(80) Classroom teachers		Collectively provide two hours of virtual learning across all grades. See above and below.

Facilities

Buildings are being maintained with staff scheduled to provide the maximum social distancing. PPE is provided to all building custodians when they need to enter, clean and check facilities.

Further custodians have spent many hours in online training for Covid 19 cross-contamination basics, proper procedures related and unique building sanitation as it relates to Covid 19.

Demarest Middle School

Demarest Middle School (Grades 5-8) will conduct synchronous, virtual instruction consistent with a six period schedule. Each of the students' six daily classes will be thirty minutes in length. Classes will be conducted using the Zoom platform and will mirror an in person day single session day. Students continue to have follow-up assignments based on those sessions, which are posted on the Powerschool Learning Management System. Afternoon classes will consist of Special Education groupings, office hours, and live synchronous enrichment activities.

Staff will continue to make themselves available for CST meetings, i.e. for annual review and eligibility meetings that are scheduled.

Students in in-class support environments will receive services as per their IEP. The special education teacher co-hosts the Zoom class with the general education teacher. If students need additional support, Zoom breakout rooms will be used for both special education and regular education students with either the special education or general education teacher. Replacement and / or support

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classes occur as they normally would in a student's schedule. Related services transpire per a student's IEP before and after the scheduled day. Breakout rooms, accompanied by a teacher, will also be used to assist ELL students if needed, in addition to any general education student who needs additional support.

Paraprofessionals will attend classes and take notes. These notes will be provided to special education students. Additionally, paraprofessionals will work with a small group of students provided there is a balance between special education and general education students if more support is needed.

Attendance: Students access our synchronous learning platform by logging in through our learning management system, PowerSchool. On a daily basis, our attendance officer collates this data through the generation of a report from PowerSchool. In the event a student failed to log in and has missed a day of learning they are recorded as absent and a follow up call is made by our building level medical officer. Individual teachers also record attendance on a data table for each individual class. Attendance is monitored comprehensively for each student and all decisions regarding retention/graduation are made in accordance to the district's policy and regulation, Attendance 5200.

Demarest Middle School students each have a school provided MacBook to access virtual learning. They also have access to technology support remotely through the District Technology Coordinator and the Instructional Technology Coordinator.

Assessment: Teachers will assess students using a variety of tools. Through virtual professional learning provided by the district as well as the [Northern Valley Curriculum Center](#), teachers have been exposed to a variety of strategies and tools to assess students virtually. These include, but are not limited to:

- Discussion and participation in live classes
- Review of submitted assignments
- Flipgrid video responses
- Online assessments through learning management systems and online quiz sites
- Project-based assignments that require students to create a product to express learning (Google Slides, iMovie, Screencasting)

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- Teachers were provided with the following to assist with assessment:
[Assessment in Virtual Learning presentation](#)

Expectations for Virtual Learning	
Attendance	<p>Will be taken by the two attendance officers and emailed to staff daily:</p> <ol style="list-style-type: none"> Stephanie Piccini Karleen McDermott <p>★ Teachers will not be required to take daily attendance.</p>
Staff Availability	<ol style="list-style-type: none"> Staff should make themselves available for CST meetings, i.e. for annual review and eligibility meetings that are scheduled in Realtime and will occur through Google Hangout. Teachers will also be asked to provide input for the IEPs.
<p><u>Department Resources/Suggestions for Instruction</u></p> <p><i>All teachers will be required to create manageable lessons for students, so teachers will utilize tools that are already of their knowledge and accessibility. Teachers must show student-teacher interaction throughout each day with students.</i></p>	
English/Language Arts, Social Studies, Math, Science, World Language, and Replacement Math and English/Language Arts	<p><u>The following are examples for instruction, but not limited to:</u></p> <ol style="list-style-type: none"> PowerSchool- create assessments and assignments. Students may submit via the Dropbox or a discussion thread. Google Applications such as docs, slides, and forms- use for collaborative writing in order to

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	<p>leave feedback. Use for shared assignments for student collaboration.</p> <ol style="list-style-type: none"> 3. Edpuzzle videos- students submit their results and teachers provide feedback about the results 4. Padlet- utilize for brainstorming, posting discussions, asking questions, and giving feedback 5. Screencastify or QuickTime videos - model examples of what is expected or teach a mini-lesson. Have students follow-up with a discussion post or reflection. 6. Google Hangouts - video conference with students about their progress and answer any questions they may have. 7. IXL- assignments align with the standards. Assign a percentage to which students should complete the task. 8. Newsela- submit questions to different texts on Newsela. Students can then respond to prompt about the texts on PowerSchool.
<p>Physical Education and Health</p>	<ol style="list-style-type: none"> 1. Coach Wood's PE Class (https://www.youtube.com/channel/UC1dtNDz_Fd-sb_RuGcDew4A/videos) 2. Cosmic Kids Yoga (https://www.youtube.com/user/CosmicKidsYoga) 3. PBS Learning Media for Health

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	<p>and Physical Education (https://nj.pbslearningmedia.org/subjects/health-and-physical-education/)</p> <p>4. PBS Learning Media for Preschool Physical Development (https://nj.pbslearningmedia.org/subjects/preschool/physical-development/)</p> <p>5. The Physical Educator Teacher Tools (https://thephysicaleducator.com/resources/)</p> <p>6. Sworkit https://app.sworkit.com/collections/kids-workouts</p> <p>7. TedEd for All Health https://ed.ted.com/lessons?content_type=animations&category=health&direction=desc&sort=publish-date</p>
<p>Special Education Teachers</p>	<ol style="list-style-type: none"> 1. Collaborative teachers will work with the general education teacher synchronously to modify as needed. 2. Collaborative teachers will privately email modified assignments or additional information for assessments (as necessary and in alignment with IEPs). It is expected that teachers continue to follow the confidentiality expectations in accordance with the Special Education law. 3. Collaborative teachers must also be available for students to ask questions and will demonstrate interaction with the students in the class section of which they are a part.

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	<p>4. <u>For Support Instruction</u>, teachers should be made available for students to ask questions. Grade-level homework pages should also be updated each day for students to have access to the work that is required for virtual submission.</p> <ul style="list-style-type: none"> - Grade-level teachers should be in contact with the Support Instruction teachers to provide deadlines for assignments and any necessary resources needed for the assignments.
<p>Art, Music, STEM and AEPs</p>	<p>Have students express creativity by demonstrating their knowledge of different online resources and tools. Examples include but are not limited to:</p> <ol style="list-style-type: none"> 1. Google Drawings 2. Creation of an iMovie (such as a music video) 3. Google Slides presentation 4. Video presentations- students can record themselves singing or creating an art drawing/project

Luther Lee Emerson

Luther Lee Emerson School (Grades 2-4) will provide synchronous, virtual instruction using the Zoom platform. Grades 2-4 will receive 120 minutes of virtual instruction Monday through Friday. Classes will be conducted using the

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Zoom platform. Students continue to have follow-up assignments based on those sessions, which are posted on Google Classroom or Seesaw. Afternoon classes will consist of Special Education groupings, office hours, and live synchronous enrichment activities.

LUTHER LEE EMERSON SCHOOL	
DAYS	GRADE/TIME
MONDAY-FRIDAY	2nd-9:15-10:15 and 11:00-12:00 3rd-8:30-9:30 and 11:00-12:00
SECOND/THIRD GRADE SPECIAL EDUCATION SCHEDULE	
Baldi Nerkizian Harley	9:15-10:15 ICS ELA 11:00-11:30 ICS Math 9:15-10:15 2nd Replacement ELA 11:00-11:30 2nd Replacement Math
Dippolito Gronek	8:30-9:30-ICS ELA 11:00-12:00-ICS Math 8:20-9:20-3rd Replacement ELA 11:00-11:30-3rd Replacement Math
FOURTH GRADE	
DAYS	TIME
MONDAY-THURSDAY	*See Schedule Below
4C 8:30-9:10-Sci/SS 9:20-10:00-Math 10:15-10:55-ELA	4L 8:30-9:10-Math 9:20-10:00-Sci/SS 10:15-10:55-ELA
4F 8:30-9:10-ELA 9:20-10:00-Math 10:15-10:55-Sci/SS	4Ri 8:30-9:10-ELA 9:20-10:00-Sci/SS 10:15-10:55-Math
FOURTH GRADE SPECIAL EDUCATION SCHEDULE	
Dippolito	10:15-10:55-ICS ELA
Gronek Harley	9:20-10:00-ICS Math 10:15-10:55-ICS ELA

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Nerkizian	10:15-10:55-4th Replacement ELA 8:30-9:10-ICS Math
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Staff will continue to make themselves available for CST meetings, i.e. for annual review and eligibility meetings that are scheduled.

Students in in-class support environments will receive services as per their IEP. The special education teacher co-hosts the Zoom class with the general education teacher. If students need additional support, Zoom breakout rooms will be used for both special education and regular education students with either the special education or general education teacher. Replacement and / or support classes occur as they normally would in a students schedule. Related services transpire per a student's IEP before and after the scheduled day. Breakout rooms, accompanied by a teacher, will also be used to assist ELL students if needed, in addition to any general education student who needs additional support.

Paraprofessionals will attend classes and take notes. These notes will be provided to special education students. Additionally, paraprofessionals will work with a small group of students provided there is a balance between special education and general education students if more support is needed.

Attendance: Students login in to Zoom and teachers take attendance. Any absences are reported to the school secretary and nurse who will call home to make sure that the student is not sick. Attendance is monitored comprehensively for each student and all decisions regarding retention/graduation are made in accordance to the district's policy and regulation, Attendance 5200.

Assessment: Teachers will assess students using a variety of tools. Through virtual professional learning provided by the district as well as the [Northern Valley Curriculum Center](#), teachers have been exposed to a variety of strategies and tools to assess students virtually. These include, but are not limited to:

- Discussion and participation in live classes
- Review of submitted assignments
- Flipgrid video responses

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- Online assessments through learning management systems and online quiz sites
- Project-based assignments that require students to create a product to express learning (Google Slides, iMovie, Screencasting)
- Teachers were provided with the following to assist with assessment: [Assessment in Virtual Learning presentation](#)

Luther Lee Emerson students each have a school provided technology to access virtual learning. Second grade students have a school-issued iPad, third grade students have a school-issued Chromebook, and fourth grade students have a school-issued MacBook. They also have access to technology support remotely through the District Technology Coordinator and the Instructional Technology Coordinator.

<u>Expectations for Virtual Learning</u>	
Attendance	<ol style="list-style-type: none"> 1. Parents are to call the absence line each morning, only if their child is ill and cannot complete the work. 2. The secretaries will check the line each morning by 9:00 and send an attendance report to the staff. 3. Nurse will do the follow-up calls each day. 4. Teachers should track student completion of assignments in a way that is feasible for their grade-level and instruction. 5. If a student has not submitted at least one assignment per day and you have not been notified that the student is ill, please notify the building nurse for follow-up.
Technology Plan for Release of Devices	<u>Technology Plan for Device Distribution - Luther Lee Emerson</u>

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	<ol style="list-style-type: none"> 1. Second grade students will receive iPads for home use. 2. Third grade students will receive Chromebooks for home use. 3. Fourth grade students will receive MacBooks for home use. 4. All students will receive the appropriate chargers. 5. Device and charger pick-up will be at the LLE gymnasium at a designated time that will be blasted out to the community. 6. Parents and guardians will be required to sign out the device and charger. 7. While the device is being used for virtual learning, it is understood that the terms of Acceptable Use Policy signed off on in September will be followed. 8.
<p>Lessons</p>	<ol style="list-style-type: none"> 1. For asynchronous lessons , they should be available daily by 8:00 AM. 2. Second grade teachers should post lessons using Seesaw. 3. Third and fourth grade teachers should post lessons using Google Classroom. 4. Special area teachers may: <ol style="list-style-type: none"> a. Use their own Seesaw page (grade 2) or Google Classroom page (grades 3 and 4) b. Be added as a

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	<p>co-teacher onto the homeroom teacher’s page in order to be able to add or edit assignments for students.</p> <ol style="list-style-type: none"> 1. Special education teachers who are in a collaborative setting should work with the general education teachers to create lessons and modifications for students. 2. For asynchronous lessons, teachers should use Quicktime or Screencastify to create introduction videos for students each day. Both can be linked to either Seesaw or Google Classroom. <ul style="list-style-type: none"> - Videos should be an approximate length of 5 minutes each day. 3. Teachers should assess for understanding upon completion of assessments.
<p>Staff Availability</p>	<ol style="list-style-type: none"> 1. Staff should make themselves available for CST meetings, i.e. for annual review and eligibility meetings that are scheduled in Realtime and will occur through Google hang out.
<p align="center"><u>Department Resources/Suggestions for Instruction</u></p> <p><i>All teachers will be required to create manageable lessons for students, so teachers will utilize tools that are already of their knowledge and accessibility.</i></p>	

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Teachers must show student-teacher interaction throughout each day with students.

Grades 2-4

Submission for grade levels:

Grade 2: Seesaw

Grades 3-4: Google Classroom

The following are examples for instruction, but not limited to:

1. [EdPuzzle](#) - students submit their results and teachers provide feedback on the results
2. [Padlet](#) - utilize for brainstorming, posting discussions, asking questions, giving feedback
3. Collaborate for feedback and use shared class documents using Google applications such as Google Slides or Google Docs:
 - [Google Docs](#)
 - [Google Slides](#)
4. Screencastify or QuickTime videos - model examples of what is expected or teach a mini-lesson. Have students follow-up with a discussion post or reflection.
5. Google Hangouts - video conference with students about their progress and answer any questions they may have.
6. [IXL](#)- assignments and the percentage to which students should complete the assignment
7. [Newsela](#) - submit questions to different texts on Newsela; students can respond to prompt about the texts on PowerSchool

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	8. Mystery Science (K-4)
Physical Education and Health	<ol style="list-style-type: none"> 1. Rep It Out! Games for Social Distancing 2. Coach Wood's PE Class (https://www.youtube.com/channel/UC1dtNDz_Fd-sb_RuGcDew4A/videos) 3. Cosmic Kids Yoga (https://www.youtube.com/user/CosmicKidsYoga) 4. PBS Learning Media for Health and Physical Education (https://nj.pbslearningmedia.org/subjects/health-and-physical-education/) 5. PBS Learning Media for Preschool Physical Development (https://nj.pbslearningmedia.org/subjects/preschool/physical-development/) 6. The Physical Educator Teacher Tools (https://thephysicaleducator.com/resources/) 7. Sworkit (https://app.sworkit.com/collections/kids-workouts) 8. TedEd for All Health (https://ed.ted.com/lessons?content_type=animations&category=health&direction=desc&sort=publish-date)
Special Education Teachers	<ol style="list-style-type: none"> 1. Collaborative teachers will co-plan lessons with their partners. 2. Collaborative teachers will also be available for students to ask questions and should demonstrate interaction with the students in the class section in which they are a part.

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	<ol style="list-style-type: none"> 3. Collaborative teachers will privately email modified assignments or additional information for assessments (as necessary and in alignment with IEPs). It is expected that teachers continue to follow the confidentiality expectations in accordance with the Special Education law. 4. <u>For Support Instruction</u>, teachers should be made available for students to ask questions. Grade-level homework pages should also be updated each day for students to have access to the work that is required for virtual submission. <ul style="list-style-type: none"> - Grade-level teachers should be in contact with the Support Instruction teachers to provide deadlines for assignments and any necessary resources needed for the assignments.
<p>Art, Music, STEM</p>	<p>Have students express creativity by demonstrating their knowledge of different online resources and tools. Examples include but are not limited to:</p> <ol style="list-style-type: none"> 1. Google Drawings 2. Creation of an iMovie (such as a music video)

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	<ol style="list-style-type: none"> 3. Google Slides presentation 4. Video presentations- students can record themselves singing or creating an art drawing/project
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County Road School

County Road School, grades PreK - 1, will provide synchronous, virtual instruction using the Zoom platform. Preschool students will be instructed in two separate blocks in the morning, one for whole class instruction and one for small-group instruction. Students in Kindergarten and first grade will receive 120 minutes of live, synchronous instruction Monday through Friday. Classes will be conducted using the Zoom platform. Students continue to have follow-up assignments based on those sessions, which are posted on Seesaw. Afternoon classes will consist of Special Education groupings, office hours, and live synchronous enrichment activities.

COUNTY ROAD SCHOOL	
DAYS	GRADE/TIME
MONDAY-FRIDAY	Preschool 3-9:00-9:40 Preschool 4-9:00-9:40 Both groups will follow with small group sessions after the large group for 15-20 minutes per group
MONDAY-FRIDAY	Kindergarten-8:30-9:30 and 10:30-11:30 1st-9:30-10:30 and 11:00-12:00
KINDERGARTEN/FIRST GRADE SPECIAL EDUCATION SCHEDULE	
Avillo	8:30-9:30-ICS ELA 10:30-11:00-ICS Math
Baldi	8:30-9:15-K Replacement ELA 11:00-11:30-K Replacement Math
Avillo	9:30-10:30-ICS ELA 11:00-11:30-ICS Math

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Staff will continue to make themselves available for CST meetings, i.e. for annual review and eligibility meetings that are scheduled.

Students in in-class support environments will receive services as per their IEP. The special education teacher co-hosts the Zoom class with the general education teacher. If students need additional support, Zoom breakout rooms will be used for both special education and regular education students with either the special education or general education teacher. Replacement and / or support classes occur as they normally would in a student's schedule. Related services transpire per a student's IEP before and after the scheduled day. Breakout rooms, accompanied by a teacher, will also be used to assist ELL students if needed, in addition to any general education student who needs additional support.

Paraprofessionals will attend classes and take notes. These notes will be provided to special education students. Additionally, paraprofessionals will work with a small group of students provided there is a balance between special education and general education students if more support is needed.

Attendance: Students login in to zoom and teachers take attendance. Any absences are reported to the school secretary and nurse who will call home to make sure that the student is not sick. Attendance is monitored comprehensively for each student and all decisions regarding retention/graduation are made in accordance to the district's policy and regulation, Attendance 5200.

Assessment: Teachers will assess students using a variety of tools. Through virtual professional learning provided by the district as well as the [Northern Valley Curriculum Center](#), teachers have been exposed to a variety of strategies and tools to assess students virtually. These include, but are not limited to:

- Discussion and participation in live classes
- Review of submitted assignments
- Flipgrid video responses
- Online assessments through learning management systems and online quiz sites
- Project-based assignments that require students to create a product to express learning (Google Slides, iMovie, Screencasting)

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- Teachers were provided with the following to assist with assessment:
[Assessment in Virtual Learning presentation](#)

They also have access to technology support remotely through the District Technology Coordinator and the Instructional Technology Coordinator.

Expectations for Virtual Learning	
Attendance	<ol style="list-style-type: none">1. Parents are to call the absence line each morning, only if their child is ill and cannot complete the work.2. The secretaries will check the line each morning by 9:00 and send an attendance report to the staff.3. Nurse will do the follow-up calls each day.4. Teachers should track student completion of assignments in a way that is feasible for their grade-level and instruction.5. If a student has not submitted at least one assignment per day and you have not been notified that the student is ill, please notify the building nurse for follow-up.
Lessons	<ol style="list-style-type: none">1. On Fridays, asynchronous lessons should be available daily by 8:00 AM.2. Teachers should post virtual learning experiences using Seesaw.3. Special area teachers may use

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	<p>their own Seesaw page or be added as a co-teacher onto the homeroom teacher’s page to be able to add or edit assignments for students.</p> <ol style="list-style-type: none"> 4. Special education teachers who are in a collaborative setting should work with the general education teachers to create lessons and modifications for students. 5. Teachers can use Quicktime or Screencastify to create videos for students. These can be linked to Seesaw. <ul style="list-style-type: none"> - Videos should be an approximate length of 5 minutes each day. 6. Teachers should assess for understanding upon completion of assessments. 7. Teachers should track student completion of assignments in a way that is feasible for their
<p style="text-align: center;">Staff Availability</p>	<ol style="list-style-type: none"> 1. All staff members must be available for students and parents up until 12:00 PM. The remainder of the day will be used for planning and assignment creation. 2. This can be done via email or Google hangout. 3. Staff should make themselves available for CST meetings, i.e. for annual review and eligibility meetings that are scheduled in Realtime and will occur through Google Hangout.

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<p style="text-align: center;">Department Resources/Suggestions for Instruction</p> <p><i>All teachers will be required to create manageable lessons for students, so teachers will utilize tools that are already of their knowledge and accessibility. Teachers must show student-teacher interaction throughout each day with students.</i></p>	
<p style="text-align: center;">Grades Kindergarten-1st grade</p> <p><u>Submission for grade levels:</u> Seesaw</p>	<p><u>The following are examples for instruction, but not limited to:</u></p> <ol style="list-style-type: none"> 1. Seesaw 2. EdPuzzle - students submit their results and teachers provide feedback on the results 3. Screencastify or QuickTime videos - model examples of what is expected or teach a mini-lesson. Have students follow-up with a discussion post or reflection. 4. Mystery Science (K-4)
<p style="text-align: center;">Physical Education and Health</p>	<ol style="list-style-type: none"> 1. Rep It Out! Games for Social Distancing 2. Coach Wood's PE Class (https://www.youtube.com/channel/UC1dtNDz_Fd-sb_RuGcDew4A/videos) 3. Cosmic Kids Yoga (https://www.youtube.com/user/CosmicKidsYoga) 4. PBS Learning Media for Health and Physical Education (https://nj.pbslearningmedia.org/subjects/health-and-physical-education/) 5. PBS Learning Media for Preschool Physical Development (https://nj.pbslearningmedia.org/subjects/preschool/physical-development/) 6. The Physical Educator Teacher Tools (https://thephysicaleducator.com/reso)

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	<p>urces/</p> <ol style="list-style-type: none">7. Sworkit (https://app.sworkit.com/collections/kids-workouts)8. TedEd for All Health (https://ed.ted.com/lessons?content_type=animations&category=health&direction=desc&sort=publish-date)
Special Education Teachers	<ol style="list-style-type: none">1. Collaborative teachers will co-plan lessons with their partners.2. Collaborative teachers will also be available for students to ask questions and should demonstrate interaction with the students in the class section in which they are a part.3. Collaborative teachers will privately email modified assignments or additional information for assessments (as necessary and in alignment with IEPs). It is expected that teachers continue to follow the confidentiality expectations in accordance with the Special Education law.
Art, Music, and Library Media	<ol style="list-style-type: none">1. Utilize Seesaw for art and music based learning experiences.2. Resources such as online read alouds (StorylineOnline.net) and videos may be used for library media, music, and art.

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Suggested Tools to Support Online Learning in the Demarest School District

Tool	Use	Link
EDpuzzle	Import videos from YouTube and embed questions throughout the video for students to respond to as they watch.	www.edpuzzle.com
FlipGrid	Allows teachers to post discussion prompts, and students can use video to respond. Students can also view their peers' videos and have a discussion.	www.flipgrid.com
GarageBand	Use for audio projects, such as creating a podcast, oral presentation, etc. These can be exported to PowerSchool and Google drive	Available on Macbooks
Google Forms	Create formative assessments for students	Available via Google drive
Google Docs	Use for student and teacher collaboration on assessments. Students can view, edit, and comment on the same document. Can be used for small group discussion and feedback for writing.	Available via Google drive
Google Hangout/Google Meet	Live video conferencing- use for small group discussion or team meetings.	Available via Google drive
Google Sheets	Functions the same as Google docs but as a spreadsheet.	Available via Google drive
Google Slides	Functions the same as Google docs but as a presentation.	Available via Google drive
iMovie	Utilize for video projects, and it can also be shared via PowerSchool and Google drive.	Available on Macbooks

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IXL	<p>Access for all math, language arts, social studies, science, and Spanish for grades 7 & 8. Teacher username is LastNameFirstInitial@dsd or LastName@dsd</p> <ul style="list-style-type: none"> Email Tori Zimmerman for login information or password information. 	www.ixl.com
Khan Academy	Specifically for math- utilize the online videos to illustrate certain concepts.	www.khanacademy.org/
No Red Ink	<p>Online activities to help students with grammar and writing skills.</p> <ul style="list-style-type: none"> Students can customize this based on their interests! 	www.noredink.com
Padlet	A “digital bulletin board”- create posts for all students to see and respond to. Can be used for brainstorming or short discussions.	www.padlet.com
Screencastify	<p>Record and embed videos onto the PowerSchool page. This will give students live feed from you on instruction and requirements for assessments/projects.</p> <ul style="list-style-type: none"> NOTE: Screencastify only lets you record for 5 minutes. 	Available as a Google add-on for Chrome
SmartMusic	Music learning software. Use to monitor and track the progress of students practicing music.	www.smartmusic.com
QuickTime	<p>Similar to Screencastify- utilize for posting of lessons for students.</p> <ul style="list-style-type: none"> NOTE: no time limit 	Available on Macbooks
Quizlet	Online index cards. Students can create their own study materials for an assessment.	www.quizlet.com
Quizizz	Online quizzing for students and teachers can give immediate feedback on performance.	www.quizizz.com

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District Plan to Address Learning Loss

The Demarest School District will be using a universal screener grades K-8 to help assess with learning loss. This screener will be given in the fall to all students. The screener will give teachers a benchmark, as well as student strengths and areas of concerns to be addressed. Teachers will use this information to address student learning loss. This screener will be given again in the winter and finally in the spring to monitor student progress throughout the year.

Addressing the Needs of ELL Learners

In grades PreK-2, the program Imagine Learning is being used to provide ELL support. Weekly progress reports through the program allow for progress monitoring and gives data on the support needed by the students. In grades 3-8, ELL students have live, scheduled classes via Zoom. These classes meet every other day. The district has two Instructional aides that assist with translation of classroom instructions when needed, either during the live general education classes or with pre-recorded lessons and instructions. Additionally, guidance counselors run virtual “lunch bunches” to assist with socialization.

Regular communication with ELL families is done via email, Zoom meetings, or Google Hangouts. When needed, one of the district’s teachers is invited to translate. Additionally, the district uses the company TransPerfect to translate written communication that gets mailed home.

Students K-2 all have district provided iPads to use for remote instruction. Students in grade 3 utilize district-provided Chromebooks and students in grade 4 use district-provided MacBooks. In grades 5-8, each student has a district-provided MacBook Air laptop. Technology support is available remotely through the District Technology Coordinator and the Instructional Technology Coordinator.

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Progress Monitoring for Special Education Instruction and Related Services:

As the Demarest School District plans for a possible closure by the DOH regarding COVID-19, the following steps should be taken:

1. Update your baseline data regarding students' functioning. This will provide a basis for determining what, if any, progress was lost during closures.
2. Determine if there is a portion of the IEP that cannot be addressed remotely. Document and share your concerns with the CST supervisor.
3. When students return to school, assess students and compare to baseline to determine if there has been a loss of skills. Prepare to address the gaps.
4. Prepare materials for students to complete at home that are not only curricular based but also address specific goals and objectives.
5. Continue to take and monitor data.
6. Be prepared to discuss student functioning when schools reopen.
 - What are the differences in performance between the baseline data and how the student functioned when s/he returned to school?
 - What concrete steps will be taken to remediate?

Child Study Team and Related Services

1. The related services of speech and language therapy, occupational therapy, counseling, supplemental literacy instruction will be delivered via Google HangOuts, Google Classroom and Seesaw, or any combination thereof. The physical therapist, who is a contracted employee, is providing information via email to parents so that they are able to implement a home program in an effort to maintain and improve skills.
2. A guide for related service providers to contact appropriate county and state organizations, the police and administrative staff is in place should a student reveal an intent to harm to self or other.

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3. CST contact information has been distributed to all parents/guardians of students with an IEP in case a check-in is needed.
4. All Annual Reviews, re-evaluation planning meetings, initial planning meetings and eligibility/non-eligibility meetings will be conducted remotely with parental agreement.
5. Assessments that are in-process will be conducted upon the return of students and staff and will be done so in a judicious manner dependent upon staff and student availability.
6. Eligibility meetings will occur as scheduled. In the case where assessments were not completed as a result of school closures, a plan will be made with the parents to establish a mutually agreed upon timeline for completion.
7. Out-of-District Students: The supervisor of the CST will communicate with all Out-of-District Placements to ensure the delivery of instruction during school closures. The supervisor will serve as a liaison between the transportation companies and the parents.
8. A communication link has been established with Region III, who oversees transportation of Out of District Students, and the CST supervisor to ensure the transportation of students whose out of district placement stays open.
9. Progress Monitoring, as outlined above, will be used to make the determination regarding possible regression and the potential need for compensatory services.
10. Criteria was established to ascertain whether or not students needed additional related service sessions (speech and language therapy, occupational therapy, physical therapy and counseling). Additional services were provided. This evaluation is ongoing.
11. Criteria was established to ascertain whether or not students required additional academic support. This evaluative process is ongoing.
12. Pre-COVID decision making for the provision of summer programming was revised based upon students' most recent needs. The provision of services will be provided for identified students. Summer programming updated below.
13. A data collection system was created to track student progress, parent contact, teacher consultations, Child Study Team consultations and meetings.
14. Assessment needs are being tracked.

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Special Education ESY (Extended School Year)

The teachers and the related services providers met, conducted an in-depth analysis of student functioning to ascertain which students, who were not identified as needing summer support prior to the quarantine, might benefit from such support since moving to a virtual platform. Specific criteria were employed such as students' grades prior to the quarantine in comparison to students' grades during quarantine, whether or not students were able to work towards stated goals and objectives, student engagement during virtual learning, and student attendance. A summer program was developed as follows. All academic programs and related services will run from July 6 through July 24, 2020. Pre-school students will access synchronous and asynchronous learning platforms one hour daily for a total of three hours per week. Skills targeted via the students' goals and objectives will be taught. The related services of PT, OT, Speech and Language will be offered on an individual basis to support students' development. The LLD class, located at DMS will access synchronous and asynchronous learning platforms one hour daily for a total of three hours weekly. Skills targeted via the students' goals and objectives will be taught. The related services of PT, OT, Speech and Language will be offered on an individual basis to support students' learning and skill development. At the elementary level students goals and objectives will be addressed by providing access to the related services of OT, PT, Speech and Language, and Supplemental Literacy Instruction to be offered on a one to one basis. Demarest Middle School students will access ELA and Math instruction one hour daily for a total of three hours weekly using both synchronous and asynchronous learning platforms. They will have access to small group therapy for Speech and Language, Supplemental Literacy Instruction and Occupational Therapy.

Special Education Follow Up with Families

Guidance and CST Members' expectations will be shared with their respective departments for ways to be productive and engage with students during this day. Counselors and CST members will document work-flow with their direct supervisor (principal or supervisor of special services) and establish available office hours for students and/or parents to communicate with them. Counselors and CST members will be responsible for staying in touch with students whom we know might find this type of learning a challenge. Additionally, counselors, where feasible can support the academic experience and interaction with staff.

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CHART OF USEFUL LINKS

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

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

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	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf
Wraparound Supports	SHAPE	http://www.schoolmentalhealth.org/SHAPE/
	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Coronavirus Resources for Mentoring	https://nationalmentoringresourcecenter.org/
Section	Title	Link
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Section	Title	Link
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/eevaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
Athletics	Executive Order No. 149	http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1

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	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf
Policy and Funding		
Section	Title	Link
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtbgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm
Section	Title	Link
Purchasing	New Jersey School Directory	https://homerom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bso/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Section	Title	Link
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/

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