



WYCKOFF
SCHOOL DISTRICT

ONE COMMUNITY. ONE VISION. ONE STUDENT AT A TIME.

Wyckoff School District

Restart and Recovery Plan
2020-2021 School Year

Pending Approval by the Wyckoff Board of Education (Meeting Date: August 26, 2020)
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Introduction

The Wyckoff Board of Education's Restart and Recovery 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. The Wyckoff Board of Education's Restart and Recovery Plan is designed to present a comprehensive description of the district's opening plans for the 2020-2021 school year. It addresses the following four major areas, namely **Conditions for Learning, Leadership and Planning, Policy and Funding, and Continuity of Learning.**

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

Summary of Selected Reopening Model for the Wyckoff School District

All five schools, (four (4) elementary and one (1) middle), will open on September 1st for teachers, and September 10th for students, allowing for five (5) days of professional preparation for staff prior to opening the school doors for students. The four (4) elementary schools will run daily for all students on a minimum day schedule, dismissing at 1:05pm and incorporating live, virtual small group instruction in the afternoon. Eisenhower Middle School will be open for full days at 50% capacity, with students reporting on an AA/BB schedule, and students tuning in to live-streamed classroom instruction from home on their remote days.

The Wyckoff School District is committed to our plan for students to return to schools in-person this September, with a remote learning option for families who choose this.

There are two important updates to the Reopening Plan:

1. In order to ensure that our schools reopen safely and are prepared to accommodate students' needs, due to the factors listed below, *we have pushed out our in-person instruction for 10 days, to begin on Thursday, September 24, 2020.* The reasons for the delay of in-person instruction are two-fold: a delay in construction projects at the elementary schools, and tight delivery timelines for supplies and equipment. Due to high demand during the pandemic, the expected delivery dates for our desks, PPE supplies fall in the first two weeks of September. We will need to allow time for assembly, installation, and distribution to classrooms and isolation rooms. In addition, our renovation projects at two of our elementary schools are delayed due to unexpected construction issues. Both projects are expected to be complete in early September. We need to make sure that we have what we need and are ready to serve our students and provide the best possible educational experience and safest environment for our students.
2. In addition, *we are modifying the in-person middle school schedule to a minimum-day schedule rather than a full-day schedule* for Phase 1 of our reopening (September 24th through Oct 23rd). This decision was made based on two factors: collective feedback from parents and staff expressing concern regarding the risks associated with large gatherings of students despite measures taken to mitigate such risk by moving dining outdoors and a series of logistical issues that arose when planning for in-person dining. In lieu of full-day in-person learning at the middle school, students whose families select the in-person hybrid model will attend school for a minimum day, and will attend virtual classes in

the afternoon from home. The Eisenhower school day will begin at 8:00 am for homeroom and run until 12:46 pm. At that time students will go home and break for lunch. Students will then attend afternoon virtual classes from home between the times of 2:00 pm and 2:51 pm. This schedule will be the same for students who choose both in-person and all virtual instruction.

After collective reflection about the remote learning model provided from March through June, the remote learning model for September 2020 will include more live instruction/student-teacher engagement and closely resemble a traditional, full school day.

Daily Elementary Schedule for Remote Learning*

8:50-9:10 - Virtual Attendance, Morning Meeting

9:10-9:55 - ELA (Writing)

9:55-10:40 - ELA (Reading)

10:40-11:25 - Mathematics

11:25 -12:10 - Flex Time (i.e. recess (20 minutes) snack, break, related services, independent work, small group instruction)

12:10-12:55 - Science/Social Studies

12:55- 1:50 - Student Lunch Break

1:50-3:20 - Afternoon Virtual Blocks (i.e. small group instruction, independent work, specials)

**Please note that specific class order will change by class/grade level. Also, those students who have selected the fully remote option will begin the first day of school with their remote teacher(s) and schedule.*

Daily Middle School Schedule for Remote Learning

(insert schedule from town hall)

8:00 - 12:46 - Core and Cycles

12:46 - 2:00 - Student Lunch Break

2:00 - 2:51 - Core and Cycles

Rationale for Selected Reopening Model

Guidelines and Stakeholder Engagement. The New Jersey Department of Education's Road Back guidelines provided the parameters for all components of the District's Reopening Plan, including the selected reopening model. Input was gathered from key stakeholder groups through the Return to Wyckoff Schools Committee (RTWSC), including parents, faculty, staff, school nurses, administrators, local officials and Board members.

Family Survey. The RTWSC developed a Wyckoff Family Survey that was sent to each family in the district regarding their reopening model preferences. The Wyckoff Family survey data indicated that a majority of respondents (61%) preferred a daily in-person return to school for their child, with 62% of respondents favoring a full-day return over a minimum day, if schools were to open for daily in-person instruction for all students. When asked to select the preferred hybrid model from four possible configurations in the event that the school opened for students at a reduced capacity, the majority of respondents (51%) indicated a preference for "Divided into 2-3 student groups: 2 or 3 consecutive onsite days per week for each group of students, with remaining days devoted to project-based work/remote learning."

Staff Survey. The Wyckoff Education Association (WEA) Representative Council, made up of 20 representatives of the WEA, was engaged by the District to develop a Staff Survey, which was sent to each staff member in the district regarding their reopening model preferences. The Wyckoff Staff Survey results

showed that the majority of respondents (67%) preferred a minimum day in-person return for students over a full-day, if schools were to open for daily in-person instruction. When asked to select a preferred hybrid model from four possible configurations in the event that the school opened for students at a reduced capacity, 32% of respondents selected “Divided into 2-3 student groups: 2 or 3 consecutive onsite days per week for each group of students, with remaining days devoted to project-based work/remote learning” while 43% and 42% preferred “Divided into two student groups: Daily onsite sessions for 2-2.5 hours (AM or PM) with remaining hours devoted to project-based work/remote learning” and “Divided into two student groups: Alternating Days onsite/offsite, with offsite days devoted to project-based learning and remote instruction” respectively.

Relationship of Survey Results to Selected Model. The selected model provides for all elementary schools to provide daily in-person instruction to all students on a minimum day schedule, while the middle school will operate on a hybrid schedule, with students divided into 2-3 student groups with 2 or 3 consecutive onsite days per week for each group of students and remaining days devoted to remote learning.

RTWSC Input. The RTWSC was comprised of three subcommittees: Scheduling/Social Distancing, Healthcare/PPE, and Curriculum & Instruction. The Scheduling/Social Distancing subcommittee, made up of key stakeholders including seven (7) faculty members, two of whom are current members of the 20-person WEA Representative Council, evaluated various models for returning to school, including a variety of 50% capacity hybrid models as well as a minimum-day full-capacity return model, and provided a written pro/con analysis of each. The pros listed by the subcommittee for the selected hybrid middle school model included: “Less likely to spread germs with same students two days in a row then cleaning day in between” and “Back to back days of live instruction for continuity.” The cons included: “Too much time in between live sessions with student” and “Curriculum issues.” The pros listed for the selected elementary model included: “No lunch takes away a lot of headaches.” No cons were listed by the subcommittee for the selected elementary model. The RTWSC Healthcare/PPE subcommittee, along with the District’s school nurse team recommended a mask mandate for students and staff, in line with the recommendations of state* and national** physician groups in mitigating the risk of COVID-19. Therefore, a requirement for all students and staff to wear masks is included in the selected model for all schools.

*[New Jersey Physician Consensus Statement, July 2020](#)

**[COVID-19 Planning Considerations:Guidance for School Re-entry, American Academy of Pediatrics, June 2020](#)

Relevant Data from Healthcare Professionals. The District consulted with Dr. Steven Clarke, the director of the Wyckoff Board of Health to request current data on the number of COVID-19 cases currently reported in the township of Wyckoff. Dr. Clarke referred the District to request this information from the Bergen County Department of Health, which is the health department that oversees healthcare for the township of Wyckoff. Ms. Noemi Dominguez, the Director of Nursing for the Bergen County Department of Health, along with the Wyckoff Police Department and the Wyckoff Mayor’s Office were the providers of the current data on numbers of active COVID-19 cases in the township of Wyckoff. Dr. Dolores Buli, the District’s school physician, who was engaged to share relevant information to the District’s reopening decision-making process, provided the District with the [New Jersey Physician Consensus Statement](#) issued in July 2020 which recommends prioritizing in-person learning for elementary school students, and recommends that “every effort be made to bring these students back into the classroom for in-person learning 5 days per week.” Along with local and state healthcare sources, the District considered the recommendations of the [Center for Disease Control \(CDC\)](#) and the [American Academy of Pediatrics](#) (AAP), as well as the findings of recent research studies such as the [Geneva Study](#) (Lauer et al., 2020) and the [South Korea Study](#) (Park et al., 2020) in determining the selected model.

Social Distance. The District’s goal, in line with the [New Jersey Department of Education’s Road Back guidelines](#), is to promote social distancing of six (6) feet by moving larger class sizes when possible to larger areas for classroom instruction, including tented outdoor spaces and larger indoor spaces such as multipurpose rooms, art rooms, and media centers. In cases where social distancing of six (6) feet is not feasible, physical barriers, such as desk shields will be provided for students, per the New Jersey’s Road Back guidance and [CDC recommendations](#). The District also considered the recommendation by the AAP that

“schools should weigh the benefits of strict adherence to a 6-foot spacing rule between students with the potential downside if remote learning is the only alternative. Strict adherence to a specific size of student groups (eg, 10 per classroom, 15 per classroom, etc) should be discouraged in favor of other risk mitigation strategies” (aap.org).

WEA Representative Council Recommendations. The District’s school nurses recommended that the District’s reopening plan should start “low and slow.” To support this recommendation, the Wyckoff Education Association (WEA) Representative Council proposed a series of “easing in” measures for the selected model, which were accepted by the District and included in the reopening model. The first of the “easing in” measures is a two-day delay for the start of school for students, allowing faculty and staff an additional two professional days, for a total of five professional days at the start of the year, to prepare for the re-entry of students. In addition, the WEA Representative Council’s “easing in” measures called for a two-day “half-capacity” start at the elementary level, to allow for practicing of new routines and procedures with smaller groups. Finally, the WEA’s Representative Council recommended that the first seven (7) days at the middle school level operate as minimum days to allow for sufficient time to prepare outdoor spaces for student lunch periods. All “easing in” measures recommended by the Representative Council of the WEA are included in the selected model.

Final Analysis. According to the CDC, and as confirmed by state healthcare experts and the above-referenced research studies, there is reason to distinguish between the populations within our schools in terms of COVID-19. The populations are:

- Students under the age of 10, who may be less involved in transmission of the virus than older children, and who appear to be at lower risk from serious illness. (CDC)
- Students ages 11 - 19, who may be as involved in the transmission of the virus as adults, and who also appear to be at lower risk from serious illness.
- All staff members, who are more vulnerable to serious illness from Covid-19. (CDC, NJDOH)

Based on this information and input from the healthcare professionals, keeping staff distanced from other staff and students is a greater priority than keeping students distanced from students. Given the size of younger students versus older students, as well as the factors outlined above, we feel more confident about creating space in our elementary schools. The AM/PM models were strongly considered at the elementary level; however, caution by healthcare practitioners about bringing separate morning and afternoon groups of students into the same space during the same school day led to favoring the selected model. The selected model for the middle school aligns with the local high school model, allowing for all students to access the varied and specialized curricular programs offered. The amount of outdoor space available at the middle school allows for lunch to be eaten outdoors, and the large indoor areas that are available within the facility can serve as a backup in case of inclement weather, with students spaced more than six feet apart in the latter case. In summary, the pro/con analysis by the RTWSC's Scheduling/Social Distancing subcommittee, along with a review of the [New Jersey Department of Education's Road Back guidelines](#), our local survey data, a logistical analysis of our facilities and operations, and a review of relevant data from healthcare professionals led to the District’s decision to adopt the selected model for the reopening of schools.



Learning Plans and Options for the Selected Reopening Model

The district will delay the return to school until September 24

- **Elementary Schools: Schedule for Grades K to 5.** The elementary schools will run daily for all students as a minimum day beginning at 8:50am and dismissing at 1:05pm, and incorporating live, virtual small group instruction to support student needs in the afternoon. Start and end times may be slightly staggered to reduce crowding at entrances and exits. This school schedule, which excludes lunch, allows staff to fully utilize all spaces in the school building for instruction, thereby helping with social distancing. Parents may register with the Wyckoff YMCA for fee-based onsite aftercare beginning at 1:05pm and extending as late as 6:00pm. (The Wyckoff YMCA will be updating registration details for both before-care and after-care on their website <https://wyckoffymca.org/>.) For the two opening days of school, Thursday, September 10th and Friday, September 11th the elementary schools will operate at 50% capacity to allow for practicing health and safety protocols with our young students. Parents will be notified which group will attend school on Thursday, September 10th and which group will attend on Friday, September 11th. Full capacity operations will begin on Monday, September 14th. Parents may also exercise the option to have their child receive 100% virtual instruction at home which will be provided live by a certified Wyckoff schools teacher via online learning platforms.
- **Preschool:** The morning session will run daily from 8:50am - 10:25am and the afternoon session will run daily from 11:25am - 1:00pm.
- **Middle School: Schedule for Grades 6 to 8.** Eisenhower Middle School will be open for full days at 50% capacity beginning at 8:00am and dismissing at 2:51pm. Students will be assigned to Group A or Group B, with each group reporting to school for two full consecutive days, and tuning in to live instruction from home for the next two full days, then repeating the pattern. This school schedule, which includes lunch, allows staff to fully utilize all classroom spaces in the school building for instruction, thereby helping with social distancing. Onsite lessons will be live streamed so students at home are tuning in to the lesson that their onsite peers are receiving at school at the same time. Example of schedule rotation: Student A reports to EMS on Monday and Tuesday, then tunes into classes from home on Wednesday and Thursday, then reports to school Friday and Monday, etc. The opening days of school from Thursday, September 10th through Friday, September 18th will be minimum days for EMS students with dismissal at 12:46pm. Parents may also exercise the option to have their child receive 100% virtual instruction at home.

- **Demographics:**

District Student Counts	
State Funded Preschool	N/A
Homeless	<10
Migrant	<10
Students with Disabilities	241
ELL Students	<20
Low Socio-economic	<20
Total Enrollment	1893
N/A - Not applicable for the District	

District Restart Committee

District Restart Committee

The Wyckoff School District created a Wyckoff Return to School Committee to coordinate the overall reopening plan. The Committee included district- and school-level administrators, school board members, local education association representatives, nurses, the Safety and Security Specialist, educators, parents, and students. The goals of the committee were as follows:

- Academic: provide input to design a comparable educational experience for student learning on-site and remotely
- Health and safety: provide input to create conditions for schools to reopen and operate in a safe, sanitized, and secure manner
- Fluidity: provide input to create opportunities for maximized flexibility in decision-making while minimizing disruption

The committee convened throughout the summer of 2020. Members included the following:

LOCATION	TITLE	NAME
District	Superintendent	Kerry Postma
District	Assistant Superintendent	Grace White
District	Business Administrator	Patricia Salvati

District	Director of Special Services	Debra Herold
District	Director of Special Projects	Stacey Linzenbold
District	Technology Coordinator	Priscilla Jurgens
District	Board of Education	Lisa Martone
District	School Safety Specialist	Sheila McLean
Coolidge	Principal	Robert Famularo
Lincoln	Principal	Patrick Lee
Sicomac	Principal	Stephen Raimo
Washington	Principal	Scott Blake
Eisenhower	Principal	Christopher Iasiello
Middle School	Vice Principal	Christopher Giordano
WEA	President	Robert LaMorte
Eisenhower	Teacher	Jennifer Turrone
Eisenhower	Teacher	Colleen McCurry
Eisenhower	Teacher	Katie de St. Paer
Coolidge	Teacher	Paige Visbeen
Eisenhower	Teacher	Kristen Macchio
Eisenhower	Teacher	Laura Giumarra
Eisenhower	Teacher	Laila Moolji
Eisenhower	Teacher	Megan Mihalik
Washington	Teacher	Jennifer Ascrizzi
Sicomac	Teacher	John Altieri
Eisenhower	Teacher	Damien Villeneuve
Sicomac	Teacher	Gail Cordello
Washington	Teacher	Heather Flanagan
Washington	Teacher	Lauren McCarthy
Washington	Teacher	Arielle Lutzer
Coolidge	Teacher	Randi Venema
Lincoln	Teacher	Danielle Novak
Eisenhower	Teacher	Catherine Savery

Eisenhower	Teacher	Marc DeBlock
Sicomac	Teacher	Amanda Parsons
Coolidge	Teacher	Carol Gneiding
Coolidge	Teacher	Jodi Levine
Sicomac	Teacher	Paige Dehler
Eisenhower	Teacher	Tiffany Collins
Washington	Teacher	Tara Kramer
Sicomac	Teacher	Jayne Mazie
Eisenhower	Teacher	Michael Sasson
Sicomac	Teacher	Julia Goggi
Lincoln	Teacher	Beth Lindner-Bickerstaffe
District	Psychologist	Beth Lancellotti
Sicomac	Teacher	Kristin Caputo
Lincoln	Teacher	Eileen Russell
Lincoln	Teacher	Kylene Cognetta
Washington	Nurse	Lorraine Antonucci
Coolidge	Nurse	Phyllis Krey
Lincoln	Nurse	Emily Konikowski
Sicomac	Nurse	Nancy Williams
Eisenhower	Nurse	Susan Yadoff
District	Parent / Guardian	Evelyn Amerio
Sicomac	Parent/Guardian	Emily Adler
Lincoln	Parent / Guardian	Jenn Duca
Eisenhower	Parent / Guardian	Joanne Whooley
Eisenhower	Parent / Guardian	Jill Dyer
Eisenhower	Parent / Guardian	Kim Evans
Coolidge	Parent / Guardian	Claire Chae
District	Head Nurse / liaison to department of health	Susan Yadoff
District	Safety and Security Specialist / liaison to OEM/PD	Chief Murphy

Pandemic Response Teams

The district established a school-based Pandemic Response Team in each school to centralize, expedite, and implement COVID-19-related decision-making. Each school team has a liaison that will report to the district-level team to ensure coordinated actions across the district. Members of the school teams include a cross-section of administrators, teachers, and staff. The Pandemic Responses Teams represent a cross-section of the school and district.

Pandemic Response Teams Members

Coolidge School Based Pandemic Response Team (PRT) for Reopening 2020	
Name	Title
Robert Famularo-Liaison	Principal/Liaison*
Phyllis Krey	Nurse*
Annie Mapes	Guidance Counselor/Social Worker*
Claudia McLees	ELL Teacher
Paige Visbeen	Classroom Teacher
Laurie Semendinger	Classroom Teacher
Jodi Levine	Computer Teacher
Lynda Auxter	Special Education
Jigisha Vyas	Instructional Coach
Claire Chae	Parent
Danielle Cervone	Parent
George Parraga	Custodian*
	<i>*denotes member of School Safety Team</i>

Lincoln School Based Pandemic Response Team (PRT) for Reopening 2020	
Name	Title
Patrick Lee	Principal/Liaison *
Emily Konikowski	Nurse*

Lynn Wiebe	Guidance Counselor/Social Worker - CST Member*
Michele Velez	Instructional Coach*
Beth Bickerstaffe	Teacher
Kylene Cognetta	Teacher
Danielle Novak	Teacher
Eileen Russell	Teacher
Mike Patanella	Technology Teacher*
Jenn Duca	Parent
Sarid Medina	Custodian
	<i>*denotes member of School Safety Team</i>

Sicomac School Based Pandemic Response Team (PRT) for Reopening 2020	
Name	Title
Stephen Raimo	Principal/Liaison*
Nancy Williams	Nurse
Pamela Noblin	Guidance Counselor/Social Worker Child Study Team Member*
Jayne Mazie	Classroom Teacher
Gail Cordello	Media Specialist*
Caroline Petermann	Reading Specialist
Kristin Caputo	Technology Teacher
Brian DePersis	Physical Education Teacher
Emily Adler	Parent*
Nestor Valencia	Custodian
	<i>*denotes member of School Safety Team</i>

Washington School Based Pandemic Response Team (PRT) for Reopening 2020	
Name	Title
Scott Blake	Principal/Liaison*
Lorraine Antonucci	Nurse*
Paula Rubenacker	Child Study Team/Guidance Counselor*
Betsy Eischen	Secretary*
Daniel Dodd	Physical Education Teacher*
Tara Kramer	Classroom Teacher
Lauren McCarthy	Special Education Teacher*
Heather Flanagan	Technology Teacher
Jennifer Ascrizzi	Instructional Coach*
Valin Smith	Custodial Representative
Rosemary O'Connell	Parent/PTO President*
Kristen Marino	Parent/PTO President*
	<i>*denotes member of School Safety Team</i>

Eisenhower Middle School Based Pandemic Response Team (PRT) for Reopening 2020	
Name	Title
Christopher Iasiello - Liaison	Principal/Liaison*
Christopher Giordano	Assistant Principal*
Sheila McLean	School Counselor and School Safety Coordinator*
Susan Yadoff	School Nurse*
Jennifer Turrone	Math Teacher
Colleen McCurry	Physical Education Teacher
Jane Russo	Special Education Teacher
Kim Evans	Parent*
Luz Canales	Custodian

Pandemic Response Team is responsible for:

- Overseeing each school's implementation of the district's reopening plan, particularly health and safety measures, and providing safety and crisis leadership.
- Adjusting or amending school health and safety protocols as needed.
- Providing staff with needed support and training.
- Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
- Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posted by COVID-19.
- Providing necessary communications to the school community and to the district.
- Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

The Wyckoff Restart Committee, School Pandemic Response Teams, health departments, and others in municipal and county government will collaborate to develop district plans that address the following ten Critical Areas of Operation identified by the NJDOE:

1. **General Health and Safety Guidelines**
2. **Classrooms, Testing, and Therapy Rooms**
3. **Transportation**
4. **Student Flow, Entry, Exit, and Common Areas**
5. **Screening, PPE, and Response to Students and Staff Presenting Symptoms**
6. **Contact Tracing**
7. **Facilities Cleaning Practices**
8. **Meals**
9. **Recess/Physical Education**
10. **Extracurricular Activities and Use of Facilities Outside of School Hours**

Academic, Social, and Behavioral Supports

We acknowledge the potential trauma that staff and students may have faced during the COVID-19 school closures. To optimize the learning process, students and staff need to feel cared for, re-engaged, and acclimated to the school community. We have the following academic, social and behavioral supports in place:

Academic Support will be specifically addressed in the following ways at each level:

Elementary

- Our K-8 schools have 2 designated ELL teachers to provide state mandated instruction.
- ELL summer program.
- MTSS for academics is in place to identify individual students who need extra support.

- Academic oriented summer offerings.
- Eligible students were offered Extended School Year (ESY) services
- Instructional coaches will work with classroom teachers to support staff both plan ongoing formative assessments and to analyze assessment data to drive small group remedial instruction.
- There is an I&RS team in place in all buildings that will continue to monitor and support students with identified academic struggles.
- Aimsweb Assessments will be administered to identify individual, grade level, and schoolwide gaps or deficiencies.
- School-based data teams will analyze various data points to determine students in need of Tier 1, 2, or 3 Interventions.

Middle School

- Homework Club staffed with certified teachers will be at the middle school.
- Our master schedule in our middle school features a “TIME” period. Students can go for enrichment or extra help in areas either they or their teachers have identified.
- Eligible students are offered Extended School Year (ESY) services to prevent regression in Language Arts and Math.
- There is an I&RS team in place in all buildings that will continue to monitor and support students with identified academic struggles.
- Department Facilitators will design pre-assessments to determine gaps that may exist in our students’ mastery of the NJSLs. Review activities will be designed and implemented based on individual need.

Social Supports will be specifically addressed in the following ways at each level:

Elementary

- Each K-5 school will use their designated guidance counselor to provide both in class instruction and small group/individual counseling to any student requiring support.
- Daily morning meetings will allow teachers to quickly build relationships with their students and to help reconnect them to in-person school. These meetings will help staff identify those students in need of greater support.
- School-based mindfulness and wellness programs help students foster a healthy return to school and provide them with resources and strategies to cope with the associated anxiety and stress.
- Each K-5 school has leadership opportunities/initiatives to promote citizenship and community.
- Elementary staff will have information/professional development to assist in identifying emotional/social supports due to pandemic and beyond.
- School-based Pandemic Response Teams will develop plans to assess staff and student mental health and will identify plans to assist in this area.

Middle

- Students may access their designated grade level school counselor when necessary.
- Staff will have information/professional development to assist in identifying emotional/social supports due to pandemic and beyond.
- All students and staff will participate in our Advisory Program that meets on a bi-weekly basis. This small group advocacy group will be used to help facilitate reconnecting with peers, staff, and the overall school community.
- Students at the middle school will have access to mindfulness strategies through our weekly Wellness Features on our live student led television program.
- A wellness center will be made available to students who demonstrate an increased occurrence of anxiety, stress, or a sense of being overwhelmed.
- A school psychologist is available to work with any student who may be exhibiting these symptoms.

- Specialized guidance groups will be made available for students based on specific needs.

Behavioral Supports will be specifically addressed in the following ways at each level:

Elementary

- Using a Responsive Classroom Approach, teachers will work with students to reacclimate them to school and will work together to formulate classroom rules.
- Using the Responsive Classroom Approach, all staff members will utilize the first six weeks of school to transition students productively back to the in-school setting which will support positive behavior.
- Each K-5 school will use their designated guidance counselor to provide both in class instruction and small group/individual counseling to any student requiring support.
- Guidance counselors will meet regularly with teachers to help identify possible needs and will visit classrooms to observe students.
- Considering the change in learning environment for students and considering the challenges associated with a return to school, teachers will differentiate and consider the unique needs of all students.
- Interactive modeling will be utilized to proactively teach and reteach behavioral expectations as well as social distancing routines and protocols associated with the pandemic.

Middle

- Counselors will provide small group/individual counseling to any student requiring support.
- Counselors will utilize remote learning tools to facilitate continuity of services, when necessary.
- A district-level staff and parent survey will be utilized to plan/prepare interventions needed.
- Behavioral support can be offered through the district wide behaviorist, Region II behaviorists and a Care Plus Mental Health Agency.
- The middle school offers a school wide positive behavior reinforcement system (PBSIS) and ongoing SEL exercises to target behavioral needs.

Attendance and Lateness

Elementary and Middle School:

Attendance: At the elementary level, all students will have the opportunity to attend in-person instruction daily. Attendance for all students will be taken by classroom teachers via Genesis. If remote instruction is necessary, attendance will be partially based on completed student work (see below for more details).

If remote instruction is necessary, student attendance will be taken electronically. The nurse, guidance counselor, and administration will comprise the team who follows up on individual concerns. The nurse, guidance counselor, and principal will monitor daily attendance and any individual student concerns. Attendance is monitored by student submission of assignment, participation in virtual classes, and attendance forms. If a student is not submitting work, the teacher reaches out to the parents and informs the guidance counselor, case manager (if applicable), and principal who also follow up. All district attendance policies continue to be followed. A committee will be formed to discuss any student who exceeded the allowable amount of absences to decide if retention and/or promotion is granted.

A student should be marked absent from class when he/she does not participate in any part of the virtual learning activities for the day, is not present in the remote platform, or has not checked in or communicated with a teacher via email, Google Meet, Google Classroom or another communication platform.

Lateness:

For in-person instruction, classroom teachers will follow the regular routines for monitoring student lateness to school and will record such on Genesis.

Classrooms

We will allow for social distancing within the classroom to the maximum extent practicable. If we are not able to maintain this physical distance, additional modifications will be utilized. These include replacing tables with individual desks, turning desks to face the same direction (rather than facing each other) and using 21” high desk shields when social distancing cannot be achieved.

Face coverings that cover both nose and mouth will be required for students, and for visitors and staff unless it will inhibit the individual’s health. We acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

All instructional and non-instructional rooms in school and district facilities will comply with social distancing standards to the maximum extent practicable. We will avoid close group learning activities such as reading groups.

Elementary:

- Elementary class sizes range from 15-21 students. Student desks will be placed 4-6 feet apart. In a standard sized classroom, a class of 16 students can generally be distanced 6 feet apart, and a class of 20 students can generally be distanced 5 feet apart. Larger class sizes may be relocated to large spaces within the school, i.e. multipurpose room, art room, media center, etc.)
- Students and staff will be wearing face coverings when moving throughout the classroom and building, and any other times/instances where social distancing is not possible.
- School cleaning/sanitizing will take place every afternoon, Monday through Friday. Additional custodial staff have been hired to ensure cleaning and sanitizing is thoroughly completed.
- All classrooms in all schools have fresh air circulation, and dampers will remain open for fresh air circulation in all classrooms.

Middle:

- Each classroom will be reduced to approximately 50% of original class size.
- Students and staff will be wearing face coverings when moving throughout the classroom and building, and any other times/instances where social distancing is not possible.
- School cleaning/sanitizing will take place each day after students leave the building.
- All classrooms in all schools have fresh air circulation, and dampers will remain open for fresh air circulation in all classrooms.

Contact Tracing

Parents, students, and staff will be informed via district and principal communications to remain home if they are exhibiting any signs of illness and to inform the School Nurse immediately if anyone in the household or a recent contact has tested positive or is suspected of having COVID-19.

If any student or staff member, at any time during the course of the school day, is experiencing signs or symptoms of illness, the school nurse will evaluate their health status.

If the school nurse deems it necessary to send the student or staff member home, and/or the student or staff member relates recent contact with anyone presently testing positive for COVID-19, the Bergen County Department of Health Services will be contacted. The contact notification form provided by the Bergen County Department of Health Services, will be completed when the school nurse or designated staff member reaches out to close contacts of a suspect or (+) COVID case in the school setting. The school nurse will be required to report any suspect/(+) COVID cases to Bergen County Department of Health Services Communicable Disease Division in addition to the local health department where the student/staff member resides. This reporting must be done via a phone call, and not via email, as per directive from the Bergen County Department of Health.

Continuity of Learning

We anticipate many students likely made less than one full year of academic growth during the 2019-2020 school year, and we recognize students with disabilities, ELLs, and low-income students are most in-need of in-person instruction.

In planning curriculum, instruction, and assessment for reopening, we focused on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLs).

Curriculum and Instruction

We will encourage early collaboration between educators to ensure consistency across grades and content areas and provide sufficient time to prepare by providing time for this on our opening days and asking our Teacher Leaders to facilitate discussions with staff at our Monday meetings. We recognize the importance of adjusting the scope/sequence of our curriculum maps in order to address possible learning gaps from the previous school year without engaging in an extended period of remediation at the start of the 2020-2021 school year. We will collaborate across the district with educators and school leaders to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction. We will assess ELL's levels of engagement and access in an in-person, virtual, or hybrid learning environment.

We will expand the live virtual instruction.

Delivery of Virtual and Hybrid Learning

Ensuring the continuity of learning is critically important during this time for families, educators, and students. The move to a fully virtual learning environment happened quickly and created significant challenges as well as opportunities for staff and students.

The district is prepared to adapt to changing learning environments from in person school instruction to a fully remote virtual classroom experience as may be necessary. The technology section of this plan provides details or device availability.

Elementary:

- Elementary staff will deliver individual, small group, and/or whole class instruction during the afternoon hours in a virtual format via Google Classroom, Google Meet, or Zoom. Individual and small group instruction may include (but not exclusively) remediation, reinforcement of concepts taught in class, conferencing, and delivery of targeted skills and concepts. Whole class and whole grade lessons in special areas (Physical Education, Music, Art, Technology, Media, and World Language) may be provided during this time throughout the week to reinforce and enhance the in-person instruction delivered during the morning hours. Additionally, virtual experiences may be provided for students including schoolwide meetings, guidance lessons, nurse lessons, and assemblies.

Middle:

- Differentiated instruction and assignments will be provided via Google Classroom through individual, large, and small group live meets and instruction. Basic Skills instruction continues to be offered to those students who meet the criteria. With a full day schedule, all classes including core and specials will run as normal in regards to minutes for each period and the length of days for each course. Certain performance-based courses such as instrumental music, vocal music, and physical education will be modified in order to accommodate social distancing and the reduction of airborne droplets. Music classes traditionally held as in-person, performance-based classes will become more academic, exploratory, and project based. See the Physical Education section for more on that course. Other classes which typically require shared materials or technologies will have new procedures in order to maintain safety. This may include the use of gloves when creating, building, or manipulating materials. It would also entail the grouping of material and equipment by student groups.

The needs of **ELLS and Students with Disabilities** will be met as follows:

Elementary:

- Special education students and ELL students will be on site at school everyday, along with all regular education students.
- Instruction is differentiated/supplemented/replaced as listed in IEP and/or according to individual language level.

Middle:

- Special education students and ELL students will be on site at school following the AA/BB schedule as described in this plan. Students who require self-contained classes will be offered to attend school every day.
- Instruction is differentiated/supplemented/replaced as listed in IEP/504/I&RS Plans.
- Teachers continue to incorporate “Best Practices” for our co-teaching model.

The following interventions will be in place **if students are not participating in online instruction and/or submitting assignments:**

Elementary: If a student is not submitting work or has not been present for live instruction sessions, the teacher reaches out to the parents and informs the guidance counselor, case manager (if applicable), and

principal who also follow up via email and/or phone calls as needed. Staff will meet to discuss individual student concerns, keeping in mind academic, social, emotional, or family considerations.

Middle: If a student is not submitting work the teacher reaches out to the parents and informs the guidance counselor, case manager (if applicable), assistant principal, and principal who also follow up via email, phone calls. Staff will meet to discuss individual student concerns, keeping in mind academic, social, emotional, or family considerations.

Assessment

Formative and summative assessments are a natural part of each of our curricular units of study. They will be leveraged in either a fully virtual, hybrid, or live streamed learning environment to support the evaluation of students strengths and areas for improvement, and to identify next steps. Pre-assessments are administered at the start of instructional units of study, where appropriate, to inform instructional plans with respect to gaps in the mastery of standards while continuing to move students forward. Pre-assessments are incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

Professional Learning

Staff have had and will continue to have professional development opportunities to learn and adapt to altered educational environments and experiences. We have four elementary technology teachers, middle school technology teachers, 5 middle school content facilitators who provide PD related to teaching virtually.

Professional learning has been and will continue to be provided to better equip leaders, staff, substitutes, to adapt to altered educational environments and experiences. We will focus on adjusting our units of study to best address any learning loss for the most vulnerable populations. We continue to promote and grow educator professional capacity to deliver developmentally appropriate, standards-based instruction remotely. Our grades K-8 teachers will continue to participate in virtual professional development this school year in the areas of math and/or ELA, where appropriate. PD will remain flexible and adaptable to the changing needs of the district, schools, and individual educator.

New Jersey State Statute and Regulation require teachers, administrators and other educational support staff to receive professional development in a number of areas not directly related to curriculum and instruction. The training recipients and frequency varies widely by topic. These requirements go beyond the core requirements for PD planning and implementation set forth in N.J.A.C. 6A:9C. Our district remains in compliance with this through courses completed in *Safe Schools*. We are currently reviewing new *Safe Schools* courses related to the COVID 19 with plans to implement them in the fall.

Mentoring and Induction

Induction will be provided for teachers new to the district. One-to-one mentoring will be provided by qualified mentors to new teachers in both a hybrid and fully remote learning environment.

English Language Learners

Elementary: ELL teachers and services will continue via Google Classroom, Zoom, or Google Meet, and in-person daily instruction. Staff will communicate with ELL families via email, newsletter, phone call and/or text. ELL and/or Spanish speaking staff translation is available when appropriate in all types of communications listed. All ELL will have access to technology, including WiFi if needed. ELL instruction will

continue via Google Classroom and small group live/recorded instruction. Virtual parent and student meetings will continue as needed.

Middle: ELL teachers and services will continue via Google Classroom, Zoom, or Google Meet, and in-person daily instruction. Staff will communicate with ELL families via email, newsletter, phone call and/or text. ELL and/or Spanish speaking staff translation is available when appropriate in all types of communications listed. All ELL will have access to technology, including WiFi if needed. ELL instruction will continue via Google Classroom and small group live/recorded instruction. Virtual parent and student meetings will continue as needed.

Extracurricular Activities, Field Trips and Use of Facilities Outside of School Hours

Extracurricular, Sports, and Field Trips

There will be no field trips or extracurricular activities outside of school hours planned or organized until further notice.

Use of Facilities Outside of School Hours

Use of school facilities outside of school hours by recreational and community groups will be limited to outdoor spaces only. Permit users will be required to adhere to all applicable social distancing requirements and hygiene protocols. The YMCA will utilize the building for before and after care, while adhering to district guidance on health and safety protocols. The movement of students during before and after care will be limited and restricted, when possible, to the gymnasiums and multi-purpose rooms. Any user not adhering to the protocols will result in forfeiture of the permit and use of the facility. All spaces used by the YMCA will be properly cleaned and sanitized by District custodial staff following approved measures.

Interscholastic Sports

Students at Eisenhower Middle School in grades 7&8 can participate in an interscholastic sports program. While we are not regulated by the NJSIAA being a middle school program, we have adopted many of their guidelines in our District's policies. While we have not decided if fall sports will be implemented at the middle school level at this time, we will however use the NJSIAA guidelines if sports were a part of our reopening of school.

Facilities Cleaning Practices

Facilities Cleaning Practices:

The district will be hiring an additional custodian for each building while school is in session whose sole responsibility will be to perform the additional cleaning procedures outlined in NJDOEs *The Road Back*. The district is preparing a detailed checklist for all custodial tasks to be performed.

Surfaces and areas that are frequently touched will be cleaned and disinfected several times a day, including but not limited to door handles, push plates, light switches, hand railings, water filling stations, faculty rooms and bathroom touch points. Cafeteria tables and chairs will be cleaned and disinfected between each lunch

period. Our cleaning products are approved by the EPA (Enviro Solutions 64H) for use against the virus that causes Covid-19. Daily cleaning and disinfecting will include desks, chairs, floors, other flat surfaces, and bathrooms using a high-capacity disinfectant sprayer.

Sanitizing wipes containing at least 60% alcohol will be available in computer labs. Sanitizing wipes will also be made available to each teacher and students for use if needed between custodial cleanings and/or between classes.

Hand sanitizer will be provided in every classroom and office space for use when hand washing is not available. Sanitizing wipes will be available in every classroom as well.

Full Time Remote Learning Options for Families

Unconditional Eligibility for Full Time Remote Learning: All students are eligible for full time remote learning; eligibility will not be conditioned on a family/guardian demonstrating a risk of illness or other selective criteria. This will include students with disabilities who attend in-district schools or receiving schools.

Procedures for Submitting Full Time Remote Learning Requests: There are procedures that a family/guardian must follow to submit a request for full time remote learning, including requests to begin the school year receiving full time remote learning and requests to transition from in-person or hybrid services to full time remote learning during the school year.

Requests to begin the school year receiving full time remote learning:

The deadline for submitting a request to the principal via Genesis is August 5. The point of contact for questions and concerns is the school principal.

For students with disabilities, an IEP meeting or an amendment to a student's IEP is not needed for full time remote learning.

Requests to transition from in-person services to full time remote learning during the school year:

The family/guardian must submit a written request to the school principal at least two days prior to the full time remote start date. The point of contact for questions and concerns is the school principal.

For students with disabilities, an IEP meeting or an amendment to a student's IEP is not needed for full time remote learning. Upon satisfaction of these minimum procedures.

Scope and Expectations of Full Time Remote Learning: A student participating in the full time remote learning option will be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in district programs (e.g. students participating in a hybrid model). This includes, for example, access to standards-based instruction of the same quality and rigor as that afforded all other students of the district. The district ensures that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible. Like in-person and hybrid programs, full time remote learning will adhere to length of school day requirements pursuant N.J.A.C. 6A:32-8.3, local attendance policies, and any other local policies governing delivery of services to, and district expectations of, students participating in remote programs and their families.

The Wyckoff School District will offer staff professional development during staff days on September 1, 2, and/or 3 prior to the reopening schools with students. Professional Development options will include but are not limited to improvements made to Google Classroom and the Google Suite, new online subscriptions purchased by the district like SeeSaw, Padlet, Flipgrid, and other virtual teaching tools, and updates to the online platform for our Math in Focus mathematics program. Additional iPads have been purchased for each middle school teacher to provide for live streaming and open communication with students through Google Meet. The district has also calculated available document cameras in the district to use while in-person and potentially in a remote learning environment as well.

In addition, Wyckoff plans to make adjustments during a fully remote learning environment. Synchronous schedules with live daily instruction will occur at upper grade levels. A combination of synchronous and asynchronous learning will occur in certain instances, as related to the curriculum learning at hand.

In the event of an entirely remote shift, Wyckoff educators will be expected to provide live teaching daily from their Wyckoff-issued MacBook Air and/or iPad, as well as provide daily feedback and formative assessment of student work and learning. All staff will be in school buildings, for the contractual day, to provide remote instruction.

Procedures to Transition from Fulltime Remote Learning to In-Person Services:

A family/guardian who selects full time remote learning is bound to this decision until the conclusion of the Phase 1 reopening plan on October 23, 2020. At that time, the family/guardian can reevaluate this decision and select in-person learning. The written request should be sent to the building principal. The request must include the start date and points of contact for questions and concerns.

Guidance counselors will provide services that will assist a student's transition from full time remote learning to in-person learning to better assist families/guardians anticipate their students' learning needs and help educators maintain continuity of services.

Reporting: School districts are expected to report to the NJDOE data regarding participation in full time remote learning. Data will include the number of students participating in full time remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners.

Procedures for Communicating District Policy with Families: There will be clear and frequent communication with families/guardians to help ensure that this important flexibility is as readily accessible as possible. Communication will include, at a minimum, information regarding: i. summaries of, and opportunities to review, the district's full time remote learning plan; ii. Procedures for submitting full time remote learning requests; iii. Scope and expectations of full time remote learning; iv. The transition from full time remote learning to in-person services and vice-versa; and v. the district's procedures for ongoing communication with families and for addressing families' questions or concerns.

Funding

The District will receive \$33,672 in federal funding as provided through the CARES Act. We will also receive \$8,224 on behalf of the two nonpublic schools located in Wyckoff. These funds will be allocated for the purposes of purchasing supplies related to cleaning and sanitizing, masks, gloves, face shields and plexiglas dividers for office staff.

The Wyckoff School District participates in several cooperative purchasing programs which allows us to take advantage of purchasing as a consortium in order to buy items at lower costs for the schools.

The District participates in the E-Rate Program as recommended by the Road Back document, which provides funding for high-speed internet access, wireless networking, and the purchase of cabling and other IT equipment.

The District maintains a Maintenance Reserve which may be utilized to supplement the budget for facility expenses if needed.

General District-wide Health and Safety Guidelines

Health and Safety Guidelines will be continually sourced, according to the CDC, NJDOH, and the Bergen County Department of Health Services. Communication will be maintained regarding all health issues for all schools in our district via the Nursing Department and staff nurses. The school specific nurse will report immediately to the principal and District Head Nurse any suspected student or staff member with positive exposure and/or experiencing suspected signs or symptoms of COVID -19.

Requests by a student or staff member for reasonable accommodations if at serious risk of complications from COVID-19 will be addressed through established district protocols under Board of Education policy.

All students and staff upon arrival and dismissal at their specific schools will wear a face covering, maintain social distancing, and will have temperatures taken at entry points by the school nurses and designated staff members. If a student or staff member appears ill, the designee will discreetly move the person to an area where they can further be assessed by the school nurse. The school nurse will move to the location of the suspected ill individual and medically assess for symptoms which may include but are not limited to: fever over 100.4, cough, shortness of breath, chills, muscle pain, headache, sore throat, fatigue, congestion, loss of taste or smell, nausea or vomiting, or diarrhea.

Face coverings that cover the nose and mouth must be worn by students, staff, and visitors when entering, exiting, and moving throughout the school building. Visitors under the age of two are not required to wear face protection. If an individual is unable to wear a mask due to health reasons, social distancing must be maintained and additional modifications for protection of the individual and the school community will be developed on an as needed basis.

Classrooms will be set up for social distancing and all desks will be facing the same direction. Desk shields will be utilized at the elementary level.

We will decrease the use of shared objects. If objects must be shared, disinfecting between student use will be maintained.

No lockers will be assigned at this time and students will keep their personal belongings with them throughout the day.

Students, school staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health.

There will be frequent breaks instituted where students will be able to remove their face coverings. Examples: proper social distancing in the classroom, outdoor physical education or breaks, and individual student health concerns.

While it is expected that students and employees bring their own masks, each school will have an extra supply to replace lost or damaged masks. Accommodations will be made for students with special needs.

We strongly encourage parents to begin practicing having our younger students wear masks. In addition, we ask parents to explain the importance of wearing a mask to protect others.

Desk shields (21 inches) will be provided for elementary classrooms. Plexiglas barriers will be provided in office spaces (front office, CST, guidance, board office).

Hand sanitizer will be available throughout each building. Dispensers will be installed at school entrances, nurse offices, hallways, and common areas such as the cafeteria and multipurpose room. In addition, every classroom will be provided with an adequate supply of hand sanitizer and sanitizing wipes. Proper hand washing with soap and water will be encouraged and taught.

Appropriate grade level signs for social distancing, face coverings, hand washing, hygiene, etc will be posted at all schools. Signage and education materials posted at www.cdc.gov will be utilized.

Meals

Lunch will be available in the middle school on a daily basis through Pomptonian, our food service provider. It will consist of pre-packaged, grab-and-go items available through kiosks. 6ft long tables will be used to limit the distance between students while eating outdoors. There will be sufficient seating for all students to eat lunch outdoors. In the event that our outdoor space is not available due to inclement weather, students will be divided between our media center and cafeteria to maintain proper social distancing. Individual tables that are positioned 6 feet apart will be used if indoor dining is necessary due to weather.

We are exploring the purchase of a pre-ordering system to expedite the distribution of meals. Parents will be encouraged to prepay for their student to reduce the handling of cash. While lunch will be available for purchase on a limited basis, we do encourage students to bring their lunch from home as often as possible.

Tables will be cleaned and disinfected after each lunch period. **At the end of each lunch period, students will be asked to either wash their hands or access a hand sanitizer station prior to entering their next class period.**

Parental/Guardian Refusal to Have Child/Children to Attend School

If a parent/guardian selects to have his/her child/children not to attend school, the child(ren) will be provided with remote learning opportunities available through an online platform.

Personnel

The district has considered the needs of staff members, such as their access to technology, social and emotional health, and child care needs throughout the upcoming school year. We are evaluating staff capacity and will be scheduling according to our proposed models for virtual and hybrid learning to permit educators to support their virtual and in-person students. The district has and will continue to communicate with staff regarding the proposed reopening schedules at least four weeks before opening and continually as we move through the school year.

We are addressing the potential for shortages of staff by advertising for and hiring additional substitute teachers and aides. We will address staff requests for leaves of absence for COVID-19 related reasons as required by law and intend to leverage available existing staff or substitutes. We will identify roles and responsibilities of administrators, teachers, aides, paraprofessionals, and educational service professionals.

Requests by staff members to work remotely will be based on a disability placing them at high risk of severe illness from COVID-19 under the ADA will be addressed on a case-by-case basis using a reasonable accommodation standard. Remote work may be offered depending on how the particular assignment will align with other staff and students in the virtual and hybrid learning schedules.

In order to support a safe and healthy workplace environment for staff working in schools, the district will promote behaviors that reduce spread of COVID-19 such as social distancing, frequent hand washing, use of face coverings by staff, and staying home if sick. Staff will also monitor student movement and hallway traffic when students are present in school. Substitutes will be assigned to a single school building during the pandemic.

Educator well-being will be supported by administrators, nurses and school guidance counselors who will be available to address staff concerns as relates to their social and emotional health and the school climate. We will also create opportunities to regularly practice and reflect on social and emotional competencies of staff, including through conversations with staff to discuss impacts of COVID-19 on students and themselves and the world around them, including potential increases in bullying behavior and bias, prejudice and stigma. School-based Wellness and Mindfulness Committees will help staff navigate these challenging times.

Our new teachers will have an opportunity to learn about our plan for re-opening during a New Teacher Orientation program in late August. Mentor teachers will continue to meet with novice teachers in order to support them. Our technology staff will continue to be available to assist with educators' technology needs. Also, our nurses will train staff on health protocols such as use of face coverings and any protocols on recognizing COVID-19 symptoms, with special consideration given to staff in close contact with students or that handle waste. In addition, our custodians continue to receive training on cleaning and sanitizing school buildings and buses. Substitutes will also be trained on their roles and responsibilities during our planned operation with respect to health and safety protocols.

Physical Education

Standard practices for Physical Education classes will include the following:

- Use of cones, flags, tape, or other signs to create boundaries between groups.
- PE teachers will identify lessons, games and activities that will allow for student movement in a safe way without the use of shared materials or close contact.
- Have students wash hands immediately after outdoor playtime.
- Stagger the use of equipment and establish frequent disinfecting protocols.
- Complete an inventory of outdoor spaces to fully utilize all spaces to ensure separation among students (six feet for social distancing).
- Close locker rooms to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces. If it is not feasible to close, we will stagger use and clean and disinfect between use.

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

We 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, it will be cleaned and disinfected between each use.

Elementary:

- All recommendations and guidelines for attending school will be enforced, including social distancing and/or masks, limited designated areas, cleansing of equipment after each use.

Middle:

- All recommendations and guidelines for attending school will be enforced, including social distancing and/or masks, limited designated areas, cleansing of equipment after each use.
- Lockers will not be assigned and students will not have access to gym locker rooms for changing during physical education.

Wyckoff YMCA Before and After Care

WYCKOFF YMCA
SCHOOL AGE CHILD CARE
COVID-19 POLICIES AND PROCEDURES

Social Distancing requirements limit each group, or “pod”, to 10 children. Social distancing is not required within the pod, but all pods must adhere to a 10’ distancing requirement from all other pods unless there are physical barriers between pods Groupings will be developed to try to keep groupings intact throughout the length of COVID-19 guidelines as per Executive Order 149.

- Staff and children will be required to wear a mask at all times during Before and Aftercare, as is required during the in school day, unless doing so would inhibit the individual’s health.

Signage will be posted to show social distancing, handwashing, face coverings, and other prevention methods.

Staff Training:

Staff training will be conducted in person with all social distancing requirements observed. Basic principles of emergency first aid, blood borne pathogens, and allergy and asthma training will be provided , as usual, by an RN. Cleaning and disinfection protocols, hand washing practices, not touching their faces, personal protective equipment requirements, and COVID-19 signs and symptoms will be an important part of all SACC staff training. Orientation shall also meet the requirements of N.J.A.C 3A:52.

All staff shall have knowledge of:

- COVID-19 symptoms and current guidance documents from the NJ Department of Health Communicable Disease Service found at <https://www.nj.gov/health/cd/>.
- Policy regarding PPE use and training

Children shall be instructed on all safe practices such as social distancing, sharing of items, hand washing procedures, no face touching, and mask requirements.

Parent Morning Drop-Off Procedures:

Screening for fever and COVID symptoms will be conducted at the point of entry into the Beforecare location. Parents will not be permitted to enter the building.

Parents and staff will maintain at least six feet of social distancing.

Staff will record the child’s entry into the program. Parents will not be required to sign in their child.

At Before Care drop-off, parents and children are required to wear a mask as we will be taking the child’s temperature every day and asking parent’s the following questions:

- Fever reducing medication administered?
- Symptoms (Fever, cough, shortness of breath)?
- Household members with symptoms of fever, cough, shortness of breath?
- Close contact with anyone diagnosed with COVID-19 in the past 14 days?

- Parent/Guardian COVID-19 Essential Personnel?

Children entering the Aftercare location:

- All children will be screened for fever and other COVID symptoms prior to entering the Aftercare location. To the best extent possible, children adhere to social distancing guidelines during this process.

Pick Up Procedures:

Parents will not be permitted to enter the Aftercare location. Please call the site cell number when you arrive, and a staff person will bring your child to the entry location. Staff will record that the child has been handed off to their parent/authorized pick up. Parents will not be required to sign out their child.

If the group is outdoors, parents will not be permitted to park or exit their cars. Please call the site cell and the staff will let you know where the pick up will occur.

Masks :

- Children will be expected to wear cloth face coverings as during the in school day unless doing so would inhibit the child's health.
- Staff will wear masks at all times unless doing so would inhibit the individual's health.
- Children will use hand sanitizer before entering the Aftercare location and meeting.

Health Screening Procedure:

Children who have a fever of 100.4 or above or other signs of illness will not be admitted into the camp.

Staff will make a visual inspection of the child for signs of illness which could include

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or running nose
- Nausea or vomiting
- Diarrhea

A designated isolation area will be used for children who develop symptoms during the day and are waiting to be picked up immediately by a parent/guardian. A staff member will remain at an appropriate distance with the child to keep them comfortable. The area will be equipped with the appropriate PPE supplies.

A daily log of the Child/Staff Health Screening and Attendance will be available to our State Inspector as required under Executive Order #149.

If a Camper or Staff Member develops COVID-19 symptoms during Before Care or Aftercare: Campers and staff who develop COVID-19 symptoms will be directed to the quarantine/isolation area. Parents or guardians will be notified so transport home can occur quickly. Staff Members, who are able to drive, will be escorted to their cars. Communication with your primary healthcare provider will be advised to determine if testing for COVID-19 is appropriate and to determine other causes for the symptoms. Campers and staff are not able to return to camp if a COVID-19 diagnostic test is pending.

If a Child Staff Member tests Positive for COVID-19: The confidentiality of an individual who reports a positive COVID-19 test will be maintained. All families and staff of the individual's group or "pod" will be notified immediately. Camp WYDACA will follow the reporting guidelines established by the CDC and NJ Department of Children and Families and will include contact with local health authorities. This contact and communication will determine the Wyckoff Y's appropriate course of action and follow-up.

Campers and staff with symptoms and who tested positive for COVID-19 can return to the Y programs when: The answers to ALL of the following questions is **YES**:

- Has it been at least 10 days since symptoms first appeared?
- Fever free for 3 days (72 hours) without the use of fever reducing medication?
- Has it been 3 days (72 hours) since symptoms improved?

- **OR** The answer to ALL of the following questions is **TRUE**:
- Fever free without the use of fever reducing medications.
- Improvement of respiratory symptoms (e.g. cough, shortness of breath).
- Two negative COVID-19 tests collected > 24 hours apart.

Children and staff without symptoms and who tested positive for COVID-19 can return to the Y programs when the answer to both of the following questions is **YES**:

- Have at least 10 days passed since your first positive test?
- Have been without any subsequent illness and remain without symptoms?

OR The answer to the following is **TRUE**:

- Two negative COVID-19 tests collected > 24 hours apart.

You may refer to the following documents provided by the NJ Department of Health:

- *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_TB_P.pdf
- *Instructions for Persons Who Test Negative:* https://www.nj.gov/health/cd/documents/topics/NCOV/COVID_Instructions_Persons_Who_Test_Negative.pdf

Snacks:

Snacks will be provided in individual packages. Nut free snacks from home are welcomed.

Gloves will be worn by the staff when distributing snacks.

Cleaning Supplies and Equipment:

The Before Care and Aftercare site will be stocked with the cleaning, disinfecting, and PPE equipment as required by the State guidelines. Supplies include gloves, masks, paper towels, soap and water solution and disinfectants.

Routine daily cleaning of common surfaces such as playgrounds, restrooms, tables and chairs, and shared objects will be conducted before Before Care and Aftercare begins, and multiple times through the time the children are in our care.

Children and staff will practice frequent hand washing with soap and water for at least 20 seconds and shall be required to wash their hands:

- Upon arriving at Beforecare or Aftercare
- Before lunch
- After activities using shared items (balls, hoops, etc.) by their pod
- Use of bathrooms
- Before leaving for home

Additional Precautions:

- Children are not permitted to bring any toys from home.
- The daily schedule around lunch/snacks will allow time for hand washing cleaning and sanitizing of surfaces and materials.
- Children will remain with the same staff and group of 10 children (their pod), for the duration of Before and Aftercare as much as feasible.
- One group at a time will be permitted on the playground.
- Each pod will have their own set of supplies such as crayons, glue, markers and scissors which will be in a Ziploc bag with the child’s name on it solely for their use.

Activities –

- Stagger outside play and coordinate outside play between pods
- Prohibition of contact sports or inter-group competitions.
- Sporting activities must be conducted in an outdoor setting.
- “Skills and drills” activities that do not involve contact and can be socially distanced are not prohibited.
 - 1. Focus on team skills and drills
 - 2. Focus on individual skill building
 - 3. Limit the time players spend in proximity to each other
 - 4. Increase breaks and hydration activities
- Educate campers and staff on sports etiquette regarding social distancing and hygiene (i.e., no spitting, high-fives, handshakes, etc.)
- Clean, disinfect and air-dry equipment between pods after use.

Recess

The Wyckoff School District recognizes that recess is the only unstructured time in the school day that provides space for children’s physical, social and emotional development, which are essential for well-being and learning. Our schools will provide at least 20 minutes of daily recess to kindergarten through grade 5 students during the school day and will ensure that time is physically and emotionally safe, healthy, and productive for all children and adults.

Scheduling

All five schools (four (4) elementary and one (1) middle) will open on September 1st for teachers, and September 10th for students, allowing for five (5) days of professional preparation for staff prior to opening the school doors for students. The four (4) elementary schools will run daily for all students on a minimum day schedule, dismissing at 1:05pm and incorporating virtual small group instruction in the afternoon. Eisenhower Middle School will be open for full days at 50% capacity, with students reporting on an AA/BB schedule, and students tuning in to live-streamed classroom instruction from home on their remote days.

Elementary:

All students in grades Kindergarten through fifth grade will receive in-person instruction from 8:50-1:05 pm. A staggered arrival and dismissal plan will be implemented. Staff will be assigned to enforce social distancing, facilitate traffic patterns, and monitor student hallway movement upon arrival. Students will take part in morning meetings, core academic subjects, and special area classes daily. Special education and ELL programming will meet the needs of student Individual Education Plans. A multi-tiered system of support will be provided for students. Students in the elementary school who choose full remote instruction will be taught by a certified teacher via Zoom or Google Meet, with daily live instruction provided that is equivalent to in person instruction.

All required programming of ELL and Special Education will be provided M-F. Use of virtual reinforcement/instruction will be available each day to all children to provide face time with their teachers.

Middle School:

All students at Eisenhower Middle School will have a combination of full days in school and remote learning via live streaming. They will operate on an AA (two consecutive days in), BB (two consecutive days out) pattern, which mirrors the Ramapo-Indian Hills High School schedules.

All required and district level programming of basic skills, ELL, and special education will be provided.

Use of live streaming instruction will be available each day to all children who are learning remotely, as well as the students who will be in the hybrid model.

Preschool Schedule:

The morning session will run daily from 8:50am - 10:25am and the afternoon session will run daily from 11:25am - 1:00pm. Preschool programming and curricula will continue to operate normally, with additional safety and health education and protocols as per the recommendations of the NJ Department of Early Childhood Education.

PPE, Screening, and Response to Students and Staff Presenting Symptoms

Personal Protective Equipment (PPE)

All staff and students will wear face coverings. Currently, the minimum requirement is a face mask that covers the nose and mouth, in the classrooms, when entering, exiting and moving throughout the building unless health issues deem it a health risk. Staff and students will bring and use their own masks. The district will have

extra masks available on a daily basis for those who may soil or have forgotten their face covering.

Custodians who are primarily responsible for implementing our disinfectant and cleaning protocols will be equipped with PPE (face coverings, gloves, and gowns) as needed.

Likewise, school nurses who are responsible for assessing students or staff who may be symptomatic will also be equipped with KN95 masks, nitrile gloves, face shields, and gowns as needed. In the event a student or staff member displays signs or symptoms of COVID-19, the school nurse will assess the individual in a specified isolation room equipped with all PPE as stated above as well as monitor vital signs until discharged to home or health care location. The nurse will dispose of all PPE coverings according to nursing best practice protocol and health guidelines.

Screening

Parents / guardians will be provided with guidance to perform a wellbeing check of their child at the start of the school day. They will be asked to keep students home from school if they exhibit COVID-19 symptoms, including fever, chills, shortness of breath, cough, etc. Additionally, ALL school staff will be trained on recognizing COVID-19 symptoms and visual screenings] will take place prior to entry every day. Temperature checks will be conducted each morning at all schools.

Response to Students and Staff Presenting Symptoms

If any student or staff member develops a fever and/or signs or symptoms of COVID-19, the individual will be immediately moved to a specified isolation area and will be fully assessed by the school nurse discreetly. Parents and/or emergency contacts will be required to immediately pick up their child from school. The isolation area will be fully disinfected if this should occur. The school nurses will contact the principal, and the Bergen County Department of Health Services.

Special Education and Preschool

Elementary:

- All pull-out resource room special education students can attend daily half days, M-F.
- Both in person and remote instruction will target each students' IEP goals and objectives.
- Proper social distancing or masks will be maintained.

Middle:

- Students who require self-contained classes will be offered to attend school every day.
- To the greatest extent possible students who require pull out resource replacement may be given the opportunity to receive more in person support or instruction.
- Both in person and remote instruction will target each students' IEP goals and objectives and include all required related services.

Preschool:

- Students who require a mandated specialized program may be given the opportunity to receive related services outside of the scheduled school hours.
- Students within our specialized programs may receive the same daily instruction and support from teachers and aides as if school were in session normally.

- Both in person and remote instruction will target each students' IEP goals and objectives and related services.
- General Education Preschool students will be provided the same instruction and opportunities as if school were in session full time.
- Class sizes will be reduced, if necessary, in order for social distancing to take place.

Methods used to document IEP implementation including the tracking of services, student progress as well as the provision of accommodations and modifications.

Elementary: Student progress will be documented through submission of work, observations during live class discussions, assessments, and/or checklists. Appropriate accommodations and modifications remain utilized/provided as necessary. In addition alternative assignments are also provided to students, as appropriate.

Middle: Student progress is documented through the submission of work from assigned tasks, observations during live class and extra help sessions, and data collected on IEP goals. Appropriate accommodations and modifications as per the students' IEPs continue to be implemented. In addition alternative assignments are also provided to students, as appropriate.

How case managers follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible.

Case managers will continue to support students with disabilities through open lines of communication with teachers, guidance counselors, administrators and parents. Case managers, along with other Child Study Team professionals, will intervene should a student begin to struggle or fall behind. They will provide strategies to teachers, students and parents to navigate any challenges students experience.

How the district conducts virtual IEP meetings, evaluation, and other meetings to identify, evaluate, and/or reevaluate students with disabilities

- Evaluations: The CST will resume in person evaluations when students return in September. The appropriate safety and social distancing protocols will be put in place to insure compliance with the health department regulations.
- Annual Review Meetings: Case managers are conducting these meetings via Google Meet and/or conference calls with staff members and parents.
- Eligibility Meetings: Eligibility meetings will take place as long as the evaluations have been completed, via Google Meet and/or conference calls with staff members and parents.
- Initial Planning Meetings and Reevaluation Planning Meetings: Case managers are conducting these meetings via Google Meet and/or conference calls with staff members and parents.
- Any meetings and evaluations that have been canceled or unable to take place during the school closure will be rescheduled as soon as possible after school reopens.

Student Flow, Entry, Exit, and Common Areas

We have established the process and location for student and staff health screenings. Students are required to wear a face covering upon entering the school building. We 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 6 feet apart in lines and at other times (e.g. guides for creating “one-way routes” in hallways).

Elementary:

- Adult supervision will be provided to maintain social distancing and/or masks required for arrival and dismissal.
- Arrival and dismissal can utilize multiple areas/designated spaces for children and parents.

Middle:

- Adult supervision will be provided to maintain social distancing and/or masks required for arrival, dismissal, and as students are changing classes.
- Students traveling through the halls will be organized in a way to decrease hallway traffic through the use of one way hallways.
- Arrival and dismissal will utilize multiple areas/designated spaces for students.

Technology and Connectivity

Where remote learning exists, all of our students have access to a device. Grades 6-8 already participate in our 1:1 program, and, therefore, have their own devices to bring back and forth between school and home. Students in grades 2-5 are being assigned their own chromebooks, which will be named for them and restricted to their use only. These Chromebooks will either go home with the students or be stored in carts, depending on the need as determined by individual teachers. The Internet Acceptable Use Agreement, Middle School Personal Computing Device Usage Policy and Student Responsibility, and Elementary School Personal Computing Device Usage Policy and Student Responsibility are shared with all families whose students bring home a chromebook which stipulates responsibilities, expectations, procedures, and applicable policies.

The district will conduct a survey of our free and reduced families to identify who will need internet connectivity at home for the next school year.

We are fully able to provide remote instructional services to K-8 enrolled students, facilitated through the use of technology and Google Classroom. K-1 will be surveyed and asked if a device is needed for remote instruction. We are fortunate to have the inventory and infrastructure in our district needed to offer remote learning to all students when necessary.

In the event that a chromebook/iPad malfunctions during a school/district closure, support will be requested as follows:

- For any support request during school closure:
 - K-8 parents and students: genesis@wyckoffps.org
 - Staff support: helpdesk@wyckoffschools.org

Transportation

The district will be providing transportation services to all eligible students on a school bus, but we are unable to maintain social distancing. A face covering must be worn by all students upon entering the bus. Only half of our middle school students will be transported each day, which should greatly help with distancing.

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

The Wyckoff School District contracts their transportation services through Region I, a consortium of several Bergen County districts. Region I has provided our bus companies with a comprehensive detailed cleaning checklist for operating and cleaning the bus throughout the day. All drivers will be required to wear a face covering and encourage social distancing whenever possible.

All bus windows will remain open when possible.

Visitors and Late Arrivals

Visitors:

Effective September, all visitors to any district building will be required to have an appointment. Screening will take place prior to entry. Those who show up without an appointment will be denied access (except for emergencies and a district nurse) and will be directed to make an appointment. The secretaries will be made aware of any visitors scheduled for that day.

Meetings, including parent-teacher conferences, PTO Meetings, or other parent/visitor meetings, will take place virtually on most occasions. All visitors must wear a face covering on school premises at all times.

Visitor Management System (Lobby Guard)

All visitors with an appointment, as well as contractors, are required to sign in using the Lobby Guard visitor management system. A COVID-19 screening will now be part of the entry process and all visitors will be required to answer four health related questions. If they answer yes to any of the questions, they will be denied entry. All visitors must wear a face covering on school premises at all times.

Student Late Entry:

Students who arrive late are required to check in at the front office as usual. No paper pass will be issued, so teachers will be notified of a late student arrival by the front office. Once all middle school students have been issued their new ID cards, they will use them to gain access to the building through the security doors.

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
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/
	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/edevaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml

Athletics	Executive Order No. 149	http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf
Policy and Funding		
Section	Title	Link
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/careact.shtml
	NJDOE EWEG	https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm
Section	Title	Link
Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bsol/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Section	Title	Link
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml

Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education 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