



RESTART & RECOVERY PLAN

The well-being and safety of our students and staff is our number one priority.

SECOND EDITION, AUGUST 24

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RESTART & RECOVERY

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[TO VIEW OUR DISTANCE LEARNING PLAN 3RD EDITION, CLICK HERE.](#)

RESTART & RECOVERY

SBJC REOPENING PLAN FEEDBACK FROM BERGEN COUNTY DOE

The following modifications were made to our Restart & Recovery Plan upon receiving feedback from the Bergen County Department of Education after their review of our July 31 draft.

CHECKLIST ITEM	COUNTY FEEDBACK	SBJC ADJUSTMENTS
<p>REOPENING PLANNING: Incorporate a policy regarding full time remote learning services, in accordance with the Department’s guidelines.</p>	<p>Please elaborate on your protocol for the provision of remote instruction (referenced on page 12) and how parents may opt out. Also, please include a statement regarding when you might need to revert to using your distance learning plan full-time (e.g., in response to the local DOH, etc.).</p>	<p>An additional section, titled Full Time Remote Learning, has been added to the Continuity of Learning Section. Information includes SBJC protocol for the provision of remote instruction:</p> <ul style="list-style-type: none"> ● August 5: Parents/guardians received communication from the Superintendent of Schools regarding the current schedule and calendar for the 2020-2021 school year, with mention of the option for parents to opt their student out for virtual learning only. Letter added to appendix. ● August 11: Parents/guardians received an email from their student’s SBJC Principal with instructions on selecting the opt out of in-person option. Parents were provided a digital form to submit their opt-out decision. Parents were also informed that they will have the option to opt their student back in for in-person starting at Phase 3 (October 19) and again in Phase 4 (November 30). Letter added to appendix. <p>It also includes a statement regarding when the SBJC might need to revert to using our Distance Learning Plan full-time:</p> <ul style="list-style-type: none"> ● The SBJC will revert to using our Distance Learning Plan full-time district-wide upon guidance by the local Department of Health, the state Department of Health, orders by the Governor, or when any data demonstrates that a safe educational environment cannot occur.
<p>REOPENING PLANNING Establish or designate in each school a diverse Pandemic Response Team to oversee each school’s implementation of the district’s reopening plan, particularly health and safety measures? If establishing a new Pandemic</p>	<p>The team members vary by location of the program. Please review whether other members should be on each team (e.g., nurse, parents, safety personnel, school safety team, custodian, etc.)</p>	<p>Changes:</p> <ol style="list-style-type: none"> 1. Combined smaller Pandemic Response Teams with larger Pandemic Response Teams to encourage collaboration and provide support (e.g., Carlstadt Pandemic Response Team join forces with Felician Pandemic Response Team). 2. The SBJC will continue soliciting the help of parents to volunteer on their child’s school-level committee.

Response Team, that team includes, if applicable.		
<p>DIGITAL DIVIDE</p> <p>Include ongoing monitoring, provisions for issuing educational technology throughout the school year, and other provisions necessary to prevent lapses in student access to remote instruction as district or family circumstances evolve.</p>	<p>Please elaborate on how this will be addressed beyond the initial needs assessment conducted prior to the start of the 2020-2021 school year. You may want to have a plan in the event that the 140 backordered Chromebooks are not available by the start of the school year.</p>	<p>Added:</p> <p>In the event that the 140 Chromebooks do not arrive prior to our September 8 start date, the SBJC will repurpose the 250 new Samsung Galaxy tablets for student use (ordered are additional keyboards and mice to work with the devices).</p> <p>In addition to our initial needs assessment at the start of the 2020-2021 school year, the SBJC will continuously ask teachers to monitor student activity and to direct any concerns to the IT Department within a 24-hour time period.</p>
<p>GENERAL HEALTH</p> <p>Ensure that hand sanitizing stations are maintained with alcohol-based hand sanitizers in each classroom, at entrances and exits of buildings, and near lunchrooms and bathrooms?</p>	<p>Please elaborate on whether hand sanitizers will be available near bathrooms.</p>	<p>Adjusted the solution to read: “Hand sanitizing stations will be provided across buildings (including near all bathrooms, entrances, and exits) and in classrooms.”</p>
<p>SCREENING</p> <p>Isolation of symptomatic individuals, with continued supervision and care for students.</p>	<p>Please review and revise if necessary (pg42) regarding how continued supervision and care for students will occur in isolation.</p>	<p>Change #1: Replaced “isolation room” with “isolation area,” as it was deemed that an optimal solution would be an outdoor location such as a tent (pending on if the external space of the building permits such a structure).</p> <p>Change #2: Added “Designated staff supporting the nurse will be assigned to supervise and care for symptomatic children in the isolation area. Designated staff will wait with the student(s) until parent pick up occurs.”</p> <p>Change #3: Added “Multiple students may use the same isolation area provided they can be separated by six feet.”</p>
<p>SCREENING</p> <p>Continuous monitoring of symptoms.</p>	<p>Please revise as appropriate to indicate how continuous monitoring of symptoms will occur</p>	<p>Added to page 40 under “Mid-Day screening of students for symptoms of Covid-19”: Students and staff are required to notify the SBJC when they develop symptoms or if their answers to the screening assessment change during or outside of school hours. When outside of school hours, students’ parents/ guardians should call or email the school nurse. Staff should report to Sue Owens/Reji George</p> <p>Added to page 42 under “Professional Development and Awareness”:</p>

		SBJC staff will be trained to observe students and other staff members for signs of illness, such as flushed cheeks, rapid or difficulty breathing (without recent physical activity), fatigue or irritability, and frequent use of the bathroom.
SCREENING Readmittance Policies consistent with the relevant NJDOH guidance.	Please clarify how staff and students will be readmitted to school.	Added: “Readmittance to school shall be consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service’s Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.” Added: NJDOH “New Jersey Department of Health COVID-19 Guidance for Reopening Childcare” information to Appendix of our Restart and Recovery Plan: https://www.nj.gov/health/cd/documents/topics/NCOV/COVID_guidance_reopening_childcare.pdf
FACILITIES CLEANING	Page 42 indicates technology devices will be dried off with paper towels after cleaning with wipes. You may want to review the time cleaners take to be effective against covid-19. This website allows you to how long different cleaners take: https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19	Changed to: Cleaning of technology devices should be done with disinfectants included on the <i>EPA List N: Disinfectants for Use Against SARS-CoV-2</i> , and all labeled instructions regarding the proper use of the disinfectant will be followed for safe, effective use. All SBJC staff will be sure to follow the contact time, which is the amount of time the surface should be visibly wet, as indicated by the product’s label. For instance, commonly used Lysol® Disinfecting Wipes (All Scents) has a contact time of 2 minutes.

RESTART & RECOVERY

SBJC DEMOGRAPHICS

SBJC STUDENT STATS

Primetime, Felician and Carlstadt	134
Maywood (+ Teaneck BD)	107
Lodi (+ Teaneck 18-21)	91
SBJC Annexes	72
Total Students	390

STUDENT CHARACTERISTICS

Male	71.69%
Female	28.31%
African-American	11.20%
Asian	5.47%
Caucasian/White	41.4%
Hispanic	39.84%
Hawaiian/Pacific Islander	.52%
Mixed Race	1.56%
English Language Learners	0%
Students with IEP	100%

SBJC EMPLOYEE STATS

Teaching Staff	70
Outreach Staff	69
Paraprofessionals	163
Administrators	9
12-month Employees	12
Total Employees	323



RESTART & RECOVERY

GUIDING PRINCIPLE & OBJECTIVES

No one becomes sick with Covid-19 because of the educational environment.

Our guiding principle for this process is one that drives every decision we make as educators and school leaders: we must ensure the safety and well-being of our students and our staff.

In this current existing reality, this guiding principle becomes ever more important as we must do all we can to create a system of procedures that puts safety measures in place to ensuring that no one becomes sick with Covid-19 because of the educational environment.

Our decisions will be made based on the research from the [Center for Disease Control](#) and the [New Jersey Department of Education](#).

1

MEETS/EXCEEDS SAFETY GUIDELINES

Our plan will meet or exceed the health and safety guidelines listed in NJDOE Guidance for Reopening & CDC Guidelines.

2

CHOICE AND CRITERIA

Our plan will identify areas for choice and criteria for choice when applicable.

3

OPTIONS

Our plan will list preferred option and secondary option for choice when applicable.

4

SEL

Our plan will include social and emotional support for students, staff, and families so that everyone feels safe and knows their voice matters.

5

INSTRUCTION

Our plan will ensure quality instruction.

6

CLIMATE

Our plan will create a positive culture and climate.

7

ACCESSIBLE

Our plan will provide clear and accessible guidance for all stakeholders.

8

ADJUST & ADAPT

A student schedule will be based on information that we are still acquiring, such as existing space, alternative space.

RESTART & RECOVERY

TIMELINE

- 6/26/2020** Governor Murphy and New Jersey Department of Education release State guide to reopening schools: *The Road Back*.
- 7/2/2020** SBJC Administration Team meets for preliminary discussions on organization of Restart and Recovery Plan.
- 7/2/2020** Email sent out to all SBJC Faculty/Staff and Families about the process, along with a survey requesting volunteers to join sub-committees.
- 7/6/2020** District-wide Pandemic Response Team meets for preliminary discussions on Critical Area #1. General Health and Safety Guidelines.
- 7/7/2020** District-wide Pandemic Response Team meets for preliminary discussions on Critical Area #3. Transportation.
- 7/8/2020 - 7/14/2020** District-wide Pandemic Team and Ambassadors from Sub-Committees meet for preliminary discussions on all 10 critical areas.
- 7/16/2020 - 7/21/2020** Sub-committees meet and are introduced to the process. Sub-committees refine the draft to present to the Restart Committee.
- 7/21/2020 & 7/22/2020** Final components of the plan are presented to the Restart Committee for approval.
- 7/31/2020** Plan submitted to Bergen County Department of Education and New Jersey Department of Education.
- Week of 8/1/2020** The SBJC will share the schedule prior to four weeks opening.

RESTART & RECOVERY

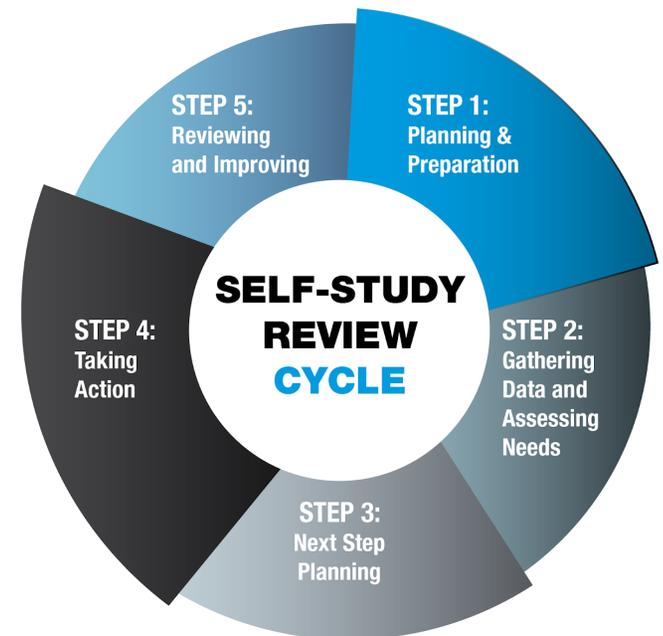
THE PROCESS

PAST

- SBJC Rope Team analyzed Governor Murphy's June 26 reopening directive.
- Created initial Restart Committee.
- Engaged with Professor Dr. Christopher Tienken to facilitate the process so all administrators could be part of the planning.
- Team of 30 SBJC volunteers initiated an organizational strategy for the reopening plan on July 6, 2020
- Group reached consensus on three items:
 - Guiding Principle: No one becomes sick with Covid-19 because of the educational environment.
 - Developed 7 elements of effectiveness for reopening.
 - Reopening plan must address the 10 critical elements listed in the NJDOE Guidelines for Reopening.
- Dr. Tienken created a two-tiered structure that included a district-level restart committee and 10 subcommittees to address all elements of the restart.
- Committees worked to identify the “What” and then the “How” (process and procedure) of reopening.
- Committee worked 7 full days to effectively address 10 critical elements.
- 60 volunteers across 10 subcommittees will work to finalize the plan.

FUTURE

- Finalized plan to be sent to Bergen County Department of Education on 7/27.
- Each school building will develop a School Pandemic Response Team to operationalize the processes and procedures detailed in the SBJC Reopening Plan at the individual school level.
- Institute a self-study review cycle and feedback loop to monitor and adjust reopening operations.



RESTART & RECOVERY

UNDERSTANDING OUR TEMPLATE

GUIDING PRINCIPLE

NO ONE BECOMES SICK WITH COVID-19 BECAUSE OF THE EDUCATIONAL ENVIRONMENT.

CRITERIA FOR SUCCESS OF SUB-COMMITTEE PLANS

1. Meet or exceed the health and safety guidelines listed in NJDOE Guidance for Reopening & CDC Guidelines.
2. Identify areas for choice and criteria for choice when applicable.
3. List preferred option and secondary option for choice when applicable.
4. Includes social and emotional support for students, staff, and families so that everyone feels safe and knows their voice matters.
5. Ensure quality instruction.
6. Create a positive culture and climate.
7. Clear and accessible guidance for all stakeholders (language, no jargon).

Subcommittee

Committee Leaders: Individual(s) in charge of leading the subcommittee.

Committee Members: Individuals who volunteer to be members of the subcommittee.

ISSUE	SOLUTION/TASKS	ALTERNATIVES FOR OPTIONS, OPTIMAL AND SECONDARY	CRITERIA TO ACCESS OPTIONS	PERSON/S RESPONSIBLE
These are the issues that were derived from the NJDOE guidelines; these are the problem areas in which identifying solutions are essential.	Listed under this heading are the solutions for the issue or the tasks that might have to be carried out in order to arrive at the solution in the future.	Options allow committees to come up with two specific processes to use to implement solutions. The secondary solution is	The criteria is the conditions that would necessitate the secondary option being used. If we can't achieve the optimal solution, we will need to use the secondary solution.	The individual or groups of individuals identified to ensure the solution is implemented.

RESTART & RECOVERY

HEALTH & SAFETY: CONDITIONS FOR LEARNING

INTRODUCTION

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

TEN CRITICAL AREAS OF OPERATION

- #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

RESTART & RECOVERY

#1. GENERAL HEALTH AND SAFETY GUIDELINES

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

GUIDING PRINCIPLE

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CRITERIA FOR SUCCESS OF SUB-COMMITTEE PLANS

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Subcommittee: #1 **Area:** General Health and Safety Guidelines

Leader: Ashley Vaughan

Members: Antoinette Tobia, Jeffrey McGowan, Cristine Potter, Julie Callaghan, Elizabeth Forte, Sarah Brandon-Grable, Amina Hafi, William Thomas, Elena Paredes

ISSUE	SOLUTION/TASKS	ALTERNATIVES FOR OPTIONS, OPTIMAL AND SECONDARY	CRITERIA TO ACCESS OPTIONS	PERSON/S RESPONSIBLE
Ensuring health and safety of all staff in schools controlled by SBJC, including those identified as high risk: Face Covering/PPE.	All staff will be provided and expected to wear face masks at all times, unless exempt due to personal health needs (medical documentation required). Staff can elect to wear gloves, face shields, and protective gowns, which will also be provided. This additional personal protective equipment will be encouraged in certain situations.	Optimal Specifications All staff wear face masks at all times. Secondary Specifications Staff wear face masks when social distancing cannot be maintained. Staff wear only clear face	If social distancing cannot be maintained. Personal health needs exempt staff members from wearing a face mask (medical documentation	<ul style="list-style-type: none"> • All Staff

	<p>Staff will be advised to have a change of clothes available.</p> <p>Schools will utilize cues and signage as reminders for face covering guidelines.</p>	shields when personal health needs require.	required).	
<p>Ensuring health and safety of all staff in schools controlled by SBJC, including those identified as high risk: Social Distancing.</p>	<p>Staff will be expected to maintain social distancing requirements at all times and in all areas of the school, as appropriate.</p> <p>When social distancing is not possible, physical barriers and other safety measures will be utilized to maintain safety.</p> <p>District will explore fixed and temporary space alternatives to create more distance and de-densify schools.</p> <p>Provide movable physical barriers during instructional settings in which social distancing cannot be maintained.</p> <p>Schools will utilize cues and signage as reminders for social distancing guidelines.</p>	<p>Optimal Specification Staff will maintain social distancing requirements at all times and in all areas of the school.</p> <p>Secondary Specification If social distancing is not possible, physical barriers and other safety measures will be utilized.</p>	If social distancing cannot be maintained.	<ul style="list-style-type: none"> • All Staff
<p>Ensuring health and safety of all staff in schools controlled by SBJC, including those identified as high risk: Hand-Washing.</p>	<p>Hand sanitizing stations will be provided across buildings (including near all bathrooms, entrances, and exits) and in classrooms.</p> <p>Schools will utilize cues and signage as reminders for hand hygiene and respiratory etiquette guidelines.</p>	<p>Optimal Specification Hand sanitizing stations will be available across buildings (including near all bathrooms, entrances, and exits) and in classrooms.</p>		<ul style="list-style-type: none"> • All Staff • Custodial Staff
<p>Ensuring health and safety of all staff in schools NOT controlled by SBJC,</p>	<p>Staff who report to an annex campus or other outside districts will follow the health and safety protocol established for that building in accordance with all</p>	<p>Optimal Specification All annex campuses and other outside districts where SBJC staff report will develop</p>		

<p>including those identified as high risk.</p>	<p>CDC and NJDOE guidelines.</p> <p>Annex campuses will provide SBJC with copies of their established policies and protocol.</p>	<p>and implement new protocols in alignment with CDC and NJDOE guidelines for staff to follow.</p>		
<p>Supporting high risk staff.</p>	<p>The school district will develop protocol for the provision of appropriate accommodations for high risk staff.</p> <p>Medical documentation will be required to determine high risk status (based on district guidance).</p>	<p>Optimal Specification High risk staff will be provided with appropriate accommodations.</p>		<ul style="list-style-type: none"> ● High Risk Staff Member ● Building Administrator ● Building Nurse
<p>Ensuring health and safety of all students in schools controlled by SBJC, including those identified as high risk: Face Covering/PPE.</p>	<p>All students will be provided and encouraged to wear face masks at all times, unless personal health needs require they do not. If students are averse to wearing a mask, a teaching protocol will be implemented to help facilitate use.</p> <p>Staff will communicate any ongoing issues regarding student use of face coverings to relevant stakeholders (e.g., parents, behaviorists, building principal) to ensure that a collaborative approach is being taken to facilitate use.</p> <p>All students will be expected to wear face masks when social distancing cannot be maintained.</p> <p>Schools will utilize cues and signage as reminders for face covering guidelines.</p>	<p>Optimal Specification All students are encouraged to wear face masks at all times.</p> <p>All students are expected to wear face masks when social distancing cannot be maintained.</p> <p>Signs and messaging utilized to promote behaviors which reduce spread.</p>	<p>If social distancing cannot be maintained.</p> <p>Personal health needs exempt students from wearing a face mask.</p>	<ul style="list-style-type: none"> ● Building Administrator ● Building Nurse ● Teachers ● Paraprofessionals
<p>Ensuring health and safety of all students in schools controlled by SBJC, including those identified as</p>	<p>Students will be kept in cohorts to minimize contact with other students.</p> <p>Student movement throughout the building will be minimized whenever</p>	<p>Optimal Specification Students will be kept in cohortst and mixing of groups will be avoided.</p>		<ul style="list-style-type: none"> ● Building Administrator ● Building Nurse ● Teachers

<p>high risk: Social Distancing.</p>	<p>possible.</p> <p>Social distancing maintained in all areas of the school.</p> <p>Schools will utilize cues and signage as reminders for social distancing guidelines.</p>	<p>Minimize student movement.</p> <p>Social distancing maintained in all areas of the school.</p> <p>Signs and messaging utilized to promote behaviors which reduce spread.</p>		<ul style="list-style-type: none"> ● Paraprofessionals
<p>Ensuring health and safety of all students in schools controlled by SBJC, including those identified as high risk: Hand Washing.</p>	<p>Hand sanitizing stations will be provided across buildings and in classrooms.</p> <p>Staff will oversee and assist in student use of hand sanitizer.</p> <p>Schools will utilize cues and signage as reminders for hand hygiene & respiratory etiquette guidelines.</p>	<p>Optimal Specification Hand stations will be available in all buildings and classrooms.</p> <p>Signs and messaging utilized to promote behaviors which reduce spread.</p>		<ul style="list-style-type: none"> ● Building Administrator ● Building Nurse ● Teachers ● Paraprofessionals ● Custodial Staff
<p>Ensuring health and safety of all students in schools NOT controlled by SBJC, including those identified as high risk.</p>	<p>Students who attend an annex campus will follow the health and safety protocol established for that building in accordance with all CDC and NJDOE guidelines.</p>	<p>Optimal Specification All annex campuses will develop and implement new protocols in alignment with CDC and NJDOE guidelines for staff to follow.</p>		<ul style="list-style-type: none"> ● Building Administrator ● Building Nurse ● Teachers ● Paraprofessionals
<p>Supporting high risk students who cannot be present in school or students/families who opt out of in-person instruction.</p>	<p>The school district will develop a protocol for the provision of remote instruction for students who will not be present in the building.</p>	<p>Optimal Specification High risk students and students/families who opt out of in-person instruction will be provided with virtual instruction.</p>		<ul style="list-style-type: none"> ● High Risk Student/Family ● Building Administrator ● CST/Case Manager ● Building Nurse ● Teachers ● Paraprofessionals
<p>Maintaining communication with local and state authorities.</p>	<p>The district will adopt a Chain of Command to be utilized for situations including but not limited to:</p> <ul style="list-style-type: none"> ● Identification of symptoms; 	<p>Optimal Specification SBJC staff will utilize a Chain of Command, creating a process for communication</p>		<ul style="list-style-type: none"> ● All Staff

	<ul style="list-style-type: none"> • Positive test results; • Staff concerns. <p>This Chain of Command will create a process for communication from the school, to the district level and ultimately local and state authority levels when appropriate.</p> <p>Outside districts where SBJC staff members report and/or companies that contract with the district (e.g., bus, food and janitorial service companies) will be required to provide timely notification of positive COVID test results to SBJC.</p>	<p>from the school to the district level and ultimately local and state-authority levels when appropriate.</p>		
<p>Promoting behaviors that reduce spread.</p>	<p>Staff and students will be encouraged to stay at home when not feeling well (e.g., deemphasize strive for perfect attendance).</p>	<p>Optimal Specification The district will further promote behaviors which reduce spread by encouraging staff and students to stay home when not feeling well.</p>		<ul style="list-style-type: none"> • All Staff & Students

RESTART & RECOVERY

#2. CLASSROOMS, TESTING, AND THERAPY ROOMS

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

GUIDING PRINCIPLE

NO ONE BECOMES SICK WITH COVID-19 BECAUSE OF THE EDUCATIONAL ENVIRONMENT.

CRITERIA FOR SUCCESS OF SUB-COMMITTEE PLANS

1. Meet or exceed the health and safety guidelines listed in NJDOE Guidance for Reopening & CDC Guidelines.
2. Identify areas for choice and criteria for choice when applicable.
3. List preferred option and secondary option for choice when applicable.
4. Includes social and emotional support for students, staff, and families so that everyone feels safe and knows their voice matters.
5. Ensure quality instruction.
6. Create a positive culture and climate.
7. Clear and accessible guidance for all stakeholders (language, no jargon).

Subcommittee: #2 **Area:** Classrooms, Testing, and Therapy Rooms

Leader: Scott Rossig

Members: Karen Domingues, Mark Raum, Claudia Balestier, Ellen Kriley, Lyzzette Grassi, Dania Morris, Nardine Salama, Jason Bernath, Lisa Russo, Jacqueline Cormier, Stephanie Loibl, Erica King, Samantha Blanco Galvin, Jaclyn Lynyak, Deborah Chillelli-Boru, Danielle Trancucci, Kimberly Bohichik, Elena Rubilova, Yandreily Arroyo, Ruchika Vasisht, Kristin and Joe Checchi, Emily Maksoud

SOCIAL DISTANCING

ISSUE	SOLUTION/TASKS	ALTERNATIVES FOR OPTIONS, OPTIMAL AND SECONDARY	CRITERIA TO ACCESS OPTIONS	PERSON/S RESPONSIBLE
Minimize movement of students throughout the building: Remain in	Classrooms <ul style="list-style-type: none"> • Maintain “cohorts” of students to minimize transfer (<i>cohorts</i> = groups of students in individual classrooms). • When appropriate, students remain in one classroom and staff rotates in 	Classrooms <ul style="list-style-type: none"> • If students must utilize different rooms, disinfection of space and materials must occur frequently. 	Classroom overcrowding - excessive number of people to be able to adhere to social distancing within one	<ul style="list-style-type: none"> • Teachers • Therapists • Principal (for scheduling)

<p>classrooms.</p>	<p>and out of that room.</p> <ul style="list-style-type: none"> De-prioritize toilet training - Establish bathroom schedules. <p>Therapy</p> <ul style="list-style-type: none"> Begin school year with therapy in classrooms. In the event that student movement within the building can be increased, schools will complete an inventory of other potential therapy spaces to ensure social distancing requirements can be maintained. Grouped therapies will be limited to students in the same cohort. Physical Therapy will have an option to push into Physical Education classes to address gross motor development. Where possible, assign therapists to specific classrooms/campuses to minimize cross-exposure to numerous students. <p>Special Area Classes</p> <ul style="list-style-type: none"> Begin school year with specials pushing in classrooms. In the event that student movement within the building can be increased, schools will complete an inventory of other potential special area spaces to ensure social distancing requirements can be maintained. Physical Education/Recess may be provided outdoors and/or in tented areas. 	<ul style="list-style-type: none"> If more frequent visits to the bathroom are required for specific students, adhere to strict PPE and handwashing protocols for student and accompanying staff. <p>Therapy</p> <ul style="list-style-type: none"> Identified, separate Therapy area(s) close to classrooms. Minimize amount of equipment used. Thoroughly disinfect equipment. For therapists working in different campuses and classrooms, adhere to strict PPE protocols. <p>Special Area Classes</p> <ul style="list-style-type: none"> If specials cannot be maintained in individual classrooms, strict disinfection and PPE protocols must be adhered to. 	<p>room.</p>	
<p>Placement of students desks/work areas</p>	<ul style="list-style-type: none"> Instructional areas/desks 6 ft apart. Removal of some tables/furniture to facilitate distancing. Creation of in-room therapy areas. One student per instructional center, 	<ul style="list-style-type: none"> Wear PPE (mask/face shield) when social distancing is not possible. Separate therapy area close to classrooms, to 	<ul style="list-style-type: none"> Social distancing not possible. Classrooms too crowded to host all therapies. 	<ul style="list-style-type: none"> Classroom staff Therapists Principal

	<p>or two students at each end of large tables with divider/plexiglass in between.</p> <ul style="list-style-type: none"> • Desks facing forwards. • Dividers placed between desks/tables. • Placement of work areas as close to windows (fresh air) as possible. 	<p>be highly disinfected between use.</p> <ul style="list-style-type: none"> • Plexiglass dividers at small/large group tables. 		
Physical Barriers	<ul style="list-style-type: none"> • Plexiglass Dividers (wheeled and stationary) - must remain in a particular room and not be shared amongst rooms. • Regular (non-clear) stationary/wheeled dividers. • Shower curtains (flame retardant only). • Face masks (regular and clear panel) • Face shields. 			<ul style="list-style-type: none"> • Ken Sheldon/ School Secretaries (Ordering) • Classroom / Therapy Staff • Special Area Teachers
Testing Areas	<p>Child Study Teams conduct IEP evaluations in local District.</p>	<ul style="list-style-type: none"> • Establish an area in school for CST members to come in and test - disinfection of materials and space occurs prior and upon completion of testing. • Adherence to PPE protocols. 	<p>Local district does not have testing area established.</p>	<ul style="list-style-type: none"> • CST Members • Parents • Students
Holding Staff/CST/Family Meetings and Professional Development	<ul style="list-style-type: none"> • All virtual. • Teachers/therapists join meetings virtually. • Virtual staff training and meetings (o Barriers, Middle States, staff-led training, pre-recorded training). • Consider provision of Chromebooks for all staff to easily facilitate participation in virtual meetings and PD. 	<p>Small group meetings/trainings with strict adherence to social distancing and PPE protocols.</p>	<p>Meeting/Training requires hands-on participation.</p>	<ul style="list-style-type: none"> • All school staff • Superintendent • IT Dept. • CST Members • Parents/Family Members
Visuals demarking	<ul style="list-style-type: none"> • Stickers/decals/tape to mark floors in classrooms and therapy areas, 			<ul style="list-style-type: none"> • Teachers • Classroom staff

social distancing and to provide safety reminders.	<ul style="list-style-type: none"> signifying social distancing. Visual reminders to social distance throughout classrooms and therapy areas (posters/flyers). 			<ul style="list-style-type: none"> Principals Custodial/Maintenance staff
Nap times for Pre-K	<ul style="list-style-type: none"> Keep children 6-feet apart. Place dividers in-between children. Position children feet to feet. Each child has own blanket/fitted sheet to be stored in individual bag/closed container when not in use. Sanitizing of mats at end of nap time. No pillows. Blanket/sheet sent home at the end of each week for thorough washing. Backup blanket/sheet to be used in the case of bodily fluids expelled onto surface. 	<ul style="list-style-type: none"> If 6 feet of distance is not possible, ensure dividers are placed in between. Extra blankets/sheets on-hand. 	Social distancing not possible.	<ul style="list-style-type: none"> Teachers Classroom staff
Special Area Classes (art, music, PE, etc.)	<ul style="list-style-type: none"> Occurs in classrooms. May be provided outside if appropriate, safe space is identified. Eliminate use of shared materials to greatest extent possible. When sharing of materials is necessary, disinfect in between use. Require students to have own materials provided by SBJC and families. Special area teachers who enter multiple classrooms in a day, follow PPE/disinfection protocols prior to entering a new room (see below). 	<ul style="list-style-type: none"> Occurs outside when appropriate. Tenting/portable/outdoor classrooms. 	Classroom space not available.	<ul style="list-style-type: none"> Special Area Teachers Paraprofessionals Teachers
Lack of student movement throughout the day.	<ul style="list-style-type: none"> Outdoor tenting (special area classes and recess). Outdoor classrooms. Scheduled structured movement breaks, one class at a time. Can occur within class or outdoors. 			<ul style="list-style-type: none"> Classroom staff

	<ul style="list-style-type: none"> Outdoor walks when possible (individual, small group). 			
Minimize movement of staff to different classrooms for coverage.	Ensure optimal staffing levels so as to avoid a need to move staff.	Shift staff when situation could be potentially dangerous due to low staffing levels.	Staff communicates that current staffing level is not optimal to maintain a safe classroom environment.	<ul style="list-style-type: none"> Teachers Principals
Quarantine/Isolation in event of potential CoronaVirus symptoms.	<ul style="list-style-type: none"> Establish minimum of one quarantine/isolation room in each building for staff/students exhibiting potential symptoms of CoronaVirus. Identify back-up area. Appropriate medical-grade masking and full PPEs worn by the nurse and any assisting staff in the quarantine room. 	Quarantine area is essential.		<ul style="list-style-type: none"> Nurse Principal
Addressing challenging behaviors within therapy areas and classrooms.	<ul style="list-style-type: none"> Maintain focus on verbal de-escalation. Mandated PPE when physical interaction required. <ul style="list-style-type: none"> Designate staff for crisis teams, who will proceed with same PPE protocol as therapists (see below). Crisis team/personnel dressed in PPE and prepared to act to limit delay in maintaining safety. Teacher/Counselor/Behaviorist determines # of Crisis team staff to be called to assist in addressing a situation. Classroom staff ensures that all other students maintain distance from behavioral episode. Establish a designated crisis room (used to work through crisis level behavior when not possible within classrooms). 	None - behaviors will occur and safety must be maintained (medically and physically).		<ul style="list-style-type: none"> Teachers Paraprofessionals Behavioral staff Principals

	<ul style="list-style-type: none"> • Research addition of “calm down” cubicles in ALL classrooms (modeled after rooms in Maywood Campus). • Potential increase in paraprofessional staffing to facilitate establishment of a dedicated crisis team. 			
Provision of counseling services	<ul style="list-style-type: none"> • Telehealth sessions may be considered, whereby the student may be in the classroom wearing headphones, and counselor remains in office. TeleHealth may be used for individual or small group sessions. TeleHealth is used at counselor discretion. • When in-person, indoor counseling is required to ensure confidentiality, counseling sessions will be scheduled 15 minutes apart so as to provide time in between sessions to disinfect the environment prior to the next session. Use of manipulatives, toys, etc., will be minimized when possible so as to cut down on materials to be disinfected following each session. These sessions will be provided in a setting that permits adequate social distancing. Counselors providing in-person, indoor sessions will adhere to the “Specialized protocol required for Therapists, Counselors and Behavioral Crisis Team” listed below under the Face Coverings/PPE section. • Sessions may be provided outdoors (weather permitting) while social distancing when possible. • In making a determination regarding use of TeleHealth versus in-person counseling, the counselors will assess which sessions may be more 	The solutions presented are comprehensive and provide acceptable options.		<ul style="list-style-type: none"> • Counselors

	therapeutic in nature versus social skills training. This will determine the level of confidentiality.			
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FACE COVERINGS/PPE

ISSUE	SOLUTION/TASKS	ALTERNATIVES FOR OPTIONS, OPTIMAL AND SECONDARY	CRITERIA TO ACCESS OPTIONS	PERSON/S RESPONSIBLE
<p>Face Coverings are required to maintain health and safety staff, students, and visitors</p>	<ul style="list-style-type: none"> ● Masks will be required when in the buildings. <ul style="list-style-type: none"> ○ ALL STAFF; ○ ALL VISITORS; ○ ALL STUDENTS that are capable. ● All staff should be provided and asked to wear face shields (in conjunction with mask) while in classrooms/therapy areas, when social distancing is not possible. This will provide additional protection from the expulsion of any fluids from the mouth/nose of others. <ul style="list-style-type: none"> ○ Face shield required for staff that enter several rooms to limit exposure. ○ Face shields or mask/shield combo required for all staff in class only - not to be worn in hallways. ○ Extra supply of masks to provide to visitors who may have forgotten. 	<ul style="list-style-type: none"> ● No mask required only if appropriate medical documentation is provided, or if a student is in the process of learning to wear a mask. ● Teaching protocols will be in place for students learning to wear a mask. ● If no mask then use of physical barriers to maintain safety. ● Clear Panel Masks may be considered if deemed safe by the CDC. Use of Face Shields may be considered in place of a clear panel mask. 	<ul style="list-style-type: none"> ● Appropriate medical documentation. ● Student refusal to wear mask due to sensory/behavioral challenges. 	<ul style="list-style-type: none"> ● All Staff ● Reji George (PPE Ordering)
<p>Specialized protocol required for Therapists, Counselors and Behavioral Crisis Team.</p>	<ul style="list-style-type: none"> ● In addition to the facemask and face shield, gowns and latex free gloves should be worn by therapy/crisis staff entering and exiting classrooms (which should be kept to a minimum). This will permit close contact that is needed for some therapeutic instruction and to maintain safety in a 	<ul style="list-style-type: none"> ● No mask/face shield required only if appropriate medical documentation is provided. ● If no mask/face shield then use of physical barriers to maintain 	<ul style="list-style-type: none"> ● Appropriate medical documentation. ● Students verbally or behaviorally expressing concern/anxiety over staff appearance when 	<ul style="list-style-type: none"> ● Therapists ● Teachers ● Behaviorists ● Counselors ● Paraprofessionals ● Crisis Team Members

<p>behavioral crisis.</p> <ul style="list-style-type: none"> • Gowns may be disposable, or staff may opt to utilize an adult-sized art smock that can be easily cleaned/disinfected between work with individual students and/or when moving on to another room. • Each therapist/crisis team member should be assigned to set classrooms and to schedule each classroom separately as not to enter and exit the classroom multiple times per day. • The PPEs should be donned prior to entering the classroom and doffed just prior to exiting the classroom. • The therapist/crisis team members, or any staff exiting the classroom should disinfect his/her hands right after taking their gloves off. No used gowns or gloves permitted in the school's hallways. • Please see the link below for the correct way of donning and doffing gown and glove, which could be posted on the classroom doors. https://www.cdc.gov/hai/pdfs/ppe/ppe-sequence.pdf • Therapists should use equipment that already exists in the classrooms. If they absolutely have to bring equipment from one classroom to another, it must be thoroughly disinfected before and after use. • A set of drawers could be placed inside each classroom door containing hand sanitizer, disinfectant wipes, masks, gowns and latex free gloves. • Therapists could still move from one district to the other, if they comply with wearing their PPEs, correctly disposing of them, washing their 	<p>safety.</p> <ul style="list-style-type: none"> • Desensitizing teaching procedures may be required to assist students in adjusting to the new “appearance” of staff who are donning PPE. 	<p>donning PPE.</p>	
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	<p>hands frequently and not using equipment/material from one school to the next.</p> <ul style="list-style-type: none"> • If utilizing an N95 mask, the same mask could be used for up to 5 days. Therapists may choose to wear a surgical mask on top of the N95 to protect it. • Reusable Face Shields should be disinfected throughout the day and may be re-used unless cracked or worn. Disposable face shields can be discarded as per instructions provided with the product. 			
Opening/ Closing doors and using handrails	<ul style="list-style-type: none"> • Staff should open doors using their body or forearm, when possible, instead of their hands. • When utilizing handrails in stairwells, staff should hold a disinfecting wipe so as to clean the handrail for themselves, after use by their student, and for the next staff or student who will use it after them. 	<ul style="list-style-type: none"> • Open doors with hands then wipe handle with sanitizing wipe. • Frequent disinfection of door handles/knobs and handrails by custodial staff. 	<ul style="list-style-type: none"> • Staff unable to open doors with turning knobs/handles (use of hands). • Staff unable to wipe handrails due to assisting students. 	<ul style="list-style-type: none"> • All Staff • Custodian
Instructional Protocols relating to PPE	<ul style="list-style-type: none"> • A training protocol should be established to educate all staff on proper PPE donning, doffing, usage, and disposal. 			<ul style="list-style-type: none"> • All Staff
Covered Receptacles for used, disposable PPE	<ul style="list-style-type: none"> • Proper receptacles should be identified and placed throughout the classrooms/therapy areas/buildings for disposal of used, disposable PPE • Contents of Receptacles should be properly discarded on a set schedule. 			<ul style="list-style-type: none"> • All Staff • Custodian

SHARED MATERIALS

ISSUE	SOLUTION/TASKS	ALTERNATIVES FOR OPTIONS, OPTIMAL AND SECONDARY	CRITERIA TO ACCESS OPTIONS	PERSON/S RESPONSIBLE
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Sharing of instructional materials	<ul style="list-style-type: none"> • Students have own writing materials, art materials, etc. • Appropriate storage containers for individual student materials, to be placed by each student's work area. 	Shared materials with strict disinfection protocols	Unable to accommodate separate materials	<ul style="list-style-type: none"> • Classroom / Therapy Staff • Special Area Teachers
Teacher / Parapro / Therapist responsibility for cleaning and sanitizing materials and surfaces	<ul style="list-style-type: none"> • Staff clean surfaces and equipment directly following activity using approved wipes (Lysol, etc.). • Specific staff members will be designated to disinfect materials. If a staff member utilizes a material with a student, they are responsible for sanitizing it. • Allow the last five minutes of each period for cleaning/sanitizing. • SBJC provides a readily available supply of wipes/cleaning materials, etc. 	<ul style="list-style-type: none"> • Designate one staff during set time period to be "cleaner." • Have a back up plan in the case of a staff member who is working with a student being unable to disinfect materials. 	Staff member working with a student is unable to disinfect.	<ul style="list-style-type: none"> • Teachers • Paraprofessionals • Therapists • Counselors • Behavioral Staff
Keeping materials separate	<ul style="list-style-type: none"> • Individual Supply Boxes/"Therapy Boxes"/Sensory Bins for each student. • When using therapeutic materials that are not easily cleaned (putty, play doh, etc) have a separate container or bag for each student's supply. • Bins of materials that can be used one day and disinfected the next, alternating with a new set (A/B rotating schedule). • Printers (color and B&W) to create individual books and instructional materials for each student. • Laminated or sheet protectors for materials to be shared that are easy to wipe down. • Keyboard covers that can be taken off washed and replaced. • Alternating days for use of computers (Group A and Group B). • Fine Motor Centers where students 	<ul style="list-style-type: none"> • Consideration of having books and materials kids use at school and these items stay at school and kids have a second copy that stays at home. • Any shared material is properly disinfected after each use. 	Unable to accommodate separate materials	<ul style="list-style-type: none"> • Therapists • Teachers • Paraprofessionals • Special Area Teachers • Counselors • Behavioral Staff

	<p>have their own box of materials / manipulatives.</p> <ul style="list-style-type: none"> • Color coded materials to differentiate between students. • Laminated packets which contain worksheets, or copies of books so that each student have their own copy. These are heavy duty sheet protectors. Varied colors can be used to be able to quickly identify which materials belong to which student; looking into purchases online resources for curriculum. 			
Sanitizing Materials	<ul style="list-style-type: none"> • Ultraviolet light https://uvclean.proximitysystems.com/ or Medic Therapeutics UVC/LED. • Disinfectant sprays (Lysol) or Child friendly sanitizer; pocket size and fits in each individual student's school sack, or staff pocket. • Sanitizing wipes. • Sanitizing bin systems. 	Any shared material must be disinfected.		<ul style="list-style-type: none"> • All staff • Custodian
Reinforcer items	<ul style="list-style-type: none"> • Individual Pads for instructional support and used as a reinforcer. • Separate containers of reinforcers for each child (edibles and tangibles). • When reinforcers must be shared, full disinfection in between use. • Shared electronics fully disinfected between student use. • No sharing of food reinforcers. 	Reinforcers are necessary and while most can be for each individual, some will need to be shared.		<ul style="list-style-type: none"> • Therapists • Teachers • Paraprofessionals • Counselors • Behavioral Staff
Mobile units for teachers (Lodi Campus)/therapists traveling to different classrooms	Push carts for teacher/therapist materials to facilitate easy and quick transport between rooms.	Teachers leave set of materials in each classroom in which they will work.	Carts not available	<ul style="list-style-type: none"> • Teachers • Therapists

Evaluation area for upcoming re-evals and initial evals conducted by SBJC staff	Conduct evaluations in child's classroom when possible.	<ul style="list-style-type: none"> • Designate a room to be used to conduct evaluations. • Ensure appropriate disinfection before and after each student. 	<ul style="list-style-type: none"> • Space not available in classrooms. • Classroom not conducive to conducting full evaluation. 	<ul style="list-style-type: none"> • Therapists
Minimize use of shared materials by therapists and special area teachers and ensure social distancing.	<ul style="list-style-type: none"> • Order therapeutic materials for specific classrooms. • Designate an area within classrooms to do exercise and practice stairs (for those who need it). Order portable stairs to work in classroom / therapy area rather than using stairwells. • Incorporate handwashing into each therapy session to reinforce the skill and reduce infection. 	<ul style="list-style-type: none"> • Order therapeutic materials for each floor in building, rather than each classroom. • disinfect between student use. 	Unable to accommodate materials for each classroom.	<ul style="list-style-type: none"> • Therapists
Data collection materials that involve paper	<ul style="list-style-type: none"> • Electronic data collection (consider learning curve), including use of Catalyst. • iPad/Tablet provided to each staff member with shared G Docs for data collection. • Laminated data sheets used by one person - data consolidated at end of day and sheet wiped clean. • Paper data sheets, copied for each individual responsible for recording data, but consolidated by one person at day's end. • Wipeable clipboards with covers. 	At least one of the listed processes can be utilized.		<ul style="list-style-type: none"> • Teachers • Paraprofessionals • Behavioral Staff
disinfection of Books	<ul style="list-style-type: none"> • Use printable materials for individual students when possible. • Leisure books - students bring their own. Can be rotated from home, over time. Stored in safe container. 	<ul style="list-style-type: none"> • Permit sharing of books with disinfection. between usage. • If books can not be immediately disinfected then they must sit for recommended period of 	Individual student books not available.	<ul style="list-style-type: none"> • Teachers • Paraprofessionals

		time prior to being accessed by another student.		
Use of Area Rugs / Cleaning of rugs	<ul style="list-style-type: none"> • Frequent cleaning schedule of fully carpeted rooms. • Remove area rugs from rooms. 	Leave area rugs and clean / disinfect regularly.	Rug needed for comfort or for students to sit on during instruction.	<ul style="list-style-type: none"> • Custodian
Use of shared seating / therapeutic seating	<ul style="list-style-type: none"> • Students bring their chair to varied instructional areas within the room. • Remove additional seating from rooms (non-essential). • Remove bean bag chairs / fabric chairs. • Therapeutic seating available to students who require - ensure disinfection. • Ensure adequate seating for all staff who will be working in room (folding/stackable chairs). 	Selections can be accommodated.		<ul style="list-style-type: none"> • Students • Teachers • Paraprofessionals • Therapists

ADEQUATE VENTILATION

ISSUE	SOLUTION/TASKS	ALTERNATIVES FOR OPTIONS, OPTIMAL AND SECONDARY	CRITERIA TO ACCESS OPTIONS	PERSON/S RESPONSIBLE
Ventilation/ Fresh Air	<ul style="list-style-type: none"> • Air Purifiers/ACs. • Air conditioners set to pull fresh air in from the outside. • Filter Cleaning/Checks • Buildings with building wide ACs- install new filters as needed • Open Windows (weather permitting) • On windows with window blocks, consider raising height to allow for more fresh air to enter classrooms, while still ensuring safety. 	<ul style="list-style-type: none"> • Optimal: Portable AC for Moonachie classes w/o AC (5). • Installation of room air purifiers all classes. • All classes open windows daily. 	No Air Conditioners.	<ul style="list-style-type: none"> • All Staff • Custodian

<p>Ensure fresh air is drawn into rooms and not pushed out.</p>	<ul style="list-style-type: none"> ● Run AC's to pull air in. ● Fans. 			<ul style="list-style-type: none"> ● Custodian ● Teachers ● Therapists
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HAND SANITIZING

ISSUE	SOLUTION/TASKS	ALTERNATIVES FOR OPTIONS, OPTIMAL AND SECONDARY	CRITERIA TO ACCESS OPTIONS	PERSON/S RESPONSIBLE
<p>Hand Washing and Sanitizing Stations</p>	<ul style="list-style-type: none"> ● Hand Sanitizer in all rooms (meets minimum alcohol content) - hands free or pump. ● Personal bottles of sanitizer provided to staff (liquid or spray). ● Portable hand-washing stations and/or hand sanitizer dispensers within classrooms and common areas. 	<p>Portable handwashing stations placed in every other room, or, just hallways and common areas.</p>	<p>Resources unavailable for stations in every room.</p>	<ul style="list-style-type: none"> ● Custodians ● Principals
<p>Handwashing / disinfection schedules listed out for staff and visuals posted</p>	<p>Set protocol (frequency and duration) shared with staff and posted throughout the building.</p>	<p>Adherence required.</p>		<ul style="list-style-type: none"> ● Principals ● All Staff
<p>Students averse to hand-washing / sanitizing, and/or in process of learning the procedure.</p>	<p>Teaching protocols to aid in acquiring skill.</p>	<p>Hand-over-hand support.</p>	<p>Student not acquiring skill.</p>	<ul style="list-style-type: none"> ● Teachers ● Paraprofessionals

RESTART & RECOVERY

#3. TRANSPORTATION

School districts should maintain social distancing practices on buses to the maximum extent practicable and adopt best practices for cleaning and disinfecting all vehicles used for transporting students. If maintaining social distancing is not possible, all students who are able must wear face coverings while on busses.

GUIDING PRINCIPLE
NO ONE BECOMES SICK WITH COVID-19 BECAUSE OF THE EDUCATIONAL ENVIRONMENT.

CRITERIA FOR SUCCESS OF SUB-COMMITTEE PLANS

1. Meet or exceed the health and safety guidelines listed in NJDOE Guidance for Reopening & CDC Guidelines.
2. Identify areas for choice and criteria for choice when applicable.
3. List preferred option and secondary option for choice when applicable.
4. Includes social and emotional support for students, staff, and families so that everyone feels safe and knows their voice matters.
5. Ensure quality instruction.
6. Create a positive culture and climate.
7. Clear and accessible guidance for all stakeholders (language, no jargon).

Subcommittee: #3 **Area:** Transportation

Leaders: Chris Hughes, Karen Senario

Members: Heather Auerbach, Rhonda Collazo, Melissa Tocci, Melissa Fontana, Valerie Simber

ISSUE	SOLUTION/TASKS	ALTERNATIVES FOR OPTIONS, OPTIMAL AND SECONDARY	CRITERIA TO ACCESS OPTIONS	PERSON/S RESPONSIBLE
How to maintain safety on the bus when we do not control busing.	Specifications that put health and safety at the forefront.	Optimal Specifications Adhere to CDC social distancing recommendations - 1 student per row, alternating left and right rows. <ul style="list-style-type: none"> • 11 students on a 54 passenger vehicle. • 6 students on a 29 passenger vehicle. • 5 students on a 24 passenger vehicle. • 4 students on a 16 passenger vehicle. • Bus aide should not be counted in total number of passengers. • Signs recommending social distancing of 6 feet must be posted in all vehicles. 	Adhering to CDC guidelines buses with partitions - 1 student per row, per side. <ul style="list-style-type: none"> • Example, 22 students on a 54 passenger vehicle. • Bus aide would not be counted as passenger • Staggered schedules may be suggested to minimize the number of 	<ul style="list-style-type: none"> • Karen and Sue School districts develop a transportation form to indicate who would be exempt. Transportation department will send letter to districts

	<ul style="list-style-type: none"> • Seats will have signage or decals indicating if they are unusable. 	students on vehicles.	indicating the need for change to form.
	<p>Students required to wear masks when possible & medically feasible.</p> <ul style="list-style-type: none"> • Districts or SBJC can note which students are exempted from wearing a mask for behavioral or medical reasons. • Students who are medically fragile and cannot wear a mask may be able to get access to being on a small bus or van alone. • All students on a 7 passenger bus must be the only student on a vehicle, due to a driver and an aide to ensure social distancing (with the exception of siblings or students that live in the same household). 	Students who are proven to be intolerant of masks will be on a bus with fewer students to try and enhance social distancing.	<ul style="list-style-type: none"> • Transportation department
	<p>Bus drivers are required to wear masks at all times on the bus.</p> <ul style="list-style-type: none"> • Bus company should have adequate supply of additional masks on vehicle available for staff and possible student use. 	Bus driver may be permitted to remove mask while driving due to safety concerns.	<ul style="list-style-type: none"> • Transportation department
	<p>Bus aides are required to wear masks at all times on the bus.</p> <ul style="list-style-type: none"> • Bus company should have adequate supply of additional masks on vehicle available for staff and possible student use. 		School staff will develop a process to review temperature logs and report to SBJ Transportation Department regarding compliance.
	<p>Bus companies will be required to provide hand sanitizer on vehicles. Bus aides need to use hand sanitizer after assisting each child on the bus and after helping them in the seat.</p>	Bus drivers should not leave their seat due to CDL regulations, however, must use hand sanitizer if they assist aide or student.	<ul style="list-style-type: none"> • Transportation department
	<p>Prior to boarding vehicle, parents are required to complete a questionnaire specifying that:</p> <ul style="list-style-type: none"> • The student has not had a fever within the last 24 hours and that fever reducing medication has not been used. 	Bus companies should have additional copies of questionnaires available for parents and students. App can potentially be used	<ul style="list-style-type: none"> • School personnel report to transportation

	<ul style="list-style-type: none"> • The student, parent or anyone that the student lives with the student does not have flu-like symptoms. • The student, parent of anyone the student lives with has not been diagnosed with Covid-19 in the within the last 24 hours. • The student, parent or anyone that lives with student had not visited a high-risk area. • Questionnaires shall be signed and dated daily. • Without a completed questionnaire, the student will not be permitted on the bus. • Forms will be provided by districts, or parent will need to fill out their own form/note. 	instead of or with paper form.	
	All bus surfaces that children come into contact with will be disinfected after each load/route of students. Disposable covers should be used on all car seats and other equipment when possible.	Car seats, booster seats, harnesses or any other equipment on the bus must be disinfected and cleaned after each load/route of students.	<ul style="list-style-type: none"> • Transportation department
	<p>Students shall be loaded from rear of vehicle to front, alternating right to left.</p> <ul style="list-style-type: none"> • First student on vehicle will proceed to rear of vehicle, alternating rows and sides as bus is filled. • Students shall be assigned seats for both morning and afternoon runs. • Students are not to be moved from route to route without prior authorization. • Routes that are going to split or combined must be approved 48 hours prior. • Bus staff shall not be permitted to exit vehicle at schools. Staff shall not be permitted in building to use facilities. • Should behavioral issues occur on vehicle, school staff will follow safety and health protocol to enter vehicle and resolve issue. 	If bus company is not in compliance, Transportation department must be contacted and additional buses must be sent.	<ul style="list-style-type: none"> • Bus Company
	Bus company is responsible to verify and log that all drivers and aides are healthy and take temperatures prior to the start of the workday. Logs should be available to SBJC upon request.		

	Windows on vehicles are required to be open when feasible.	If a student requires Air Conditioning, and open windows are not a feasible option, the student may be transported alone.	<ul style="list-style-type: none"> Transportation Dept.
	<p>Communication between all involved parties shall be required.</p> <ul style="list-style-type: none"> Bus company shall notify SBJC Transportation Dept if any confirmed cases of COVID among staff are reported. Schools and districts shall notify SBJC Transportation Department of any confirmed cases of COVID among students are reported. 	SBJC Transportation Dept must be contacted if protocols are not being followed by any/all parties involved.	
	Change BOE policy to reflect changes to busing processes.		<ul style="list-style-type: none"> Superintendent BOE
	<p>Secondary Specification</p> <ol style="list-style-type: none"> Drivers will wear masks as students enter and exit the bus but they are allowed to take the mask off while driving. Bus aides wear masks at all times on the bus. Temperatures of all students are taken and logged before boarding the bus. All bus surfaces that children come into contact with will be disinfected after each load/route of students. Bus company is responsible for taking Drivers and aides temperatures and log their temperatures prior to the start of the workday. Change BOE policy to reflect changes to busing processes. All requirements to be reviewed by lawyer and finalized. 		

RESTART & RECOVERY

#4. STUDENT FLOW, ENTRY, EXIT, AND COMMON AREAS

School district reopening plans should establish the process and location for student and staff health screenings. This should include providing physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart. When it is not possible to maintain physical distancing, schools must require the use of face coverings.

GUIDING PRINCIPLE

NO ONE BECOMES SICK WITH COVID-19 BECAUSE OF THE EDUCATIONAL ENVIRONMENT.

CRITERIA FOR SUCCESS OF SUB-COMMITTEE PLANS

1. Meet or exceed the health and safety guidelines listed in NJDOE Guidance for Reopening & CDC Guidelines.
2. Identify areas for choice and criteria for choice when applicable.
3. List preferred option and secondary option for choice when applicable.
4. Includes social and emotional support for students, staff, and families so that everyone feels safe and knows their voice matters.
5. Ensure quality instruction.
6. Create a positive culture and climate.
7. Clear and accessible guidance for all stakeholders (language, no jargon).

Subcommittee: #4 **Area:** Student Flow, Entry, Exit, and Common Areas

Leader: Lauren Rosicki

Members: Amber Doran, Bari-Sue Douglas, Sheryl Duren, Abhishake Shah, Kathy Tennant, Jennifer Jaslow, Adrienne DelRosso, Carl Kline, Randi Schmidt, Jill Hagen, Nicole Bevacqua

ISSUE	SOLUTION/TASKS	ALTERNATIVES FOR OPTIONS, OPTIMAL AND SECONDARY	CRITERIA TO ACCESS OPTIONS	PERSON/S RESPONSIBLE
Maintain student and staff safety upon arrival.	Two points of entrance with a screening unit in each location (if permitted by the building's layout) in order to avoid congestion of people. <ul style="list-style-type: none"> • Consider parent drop off location as decided by the school-level Pandemic Response Teams. • Explain to parents the parent dropoff protocol (will answer screening questions, must wait with the child until after he/she has been screened). 	Single point of entrance that coincides with screening unit/ transportation. <ul style="list-style-type: none"> • School staff will intervene on a bus if necessary to maintain safety of all involved. School staff will follow 	Purchase covering for screening area	<ul style="list-style-type: none"> • Building Principal • Transportation Dept. • Building Nurse • Screeners

	<ul style="list-style-type: none"> Consider staff entry location and procedure as decided by school-level Pandemic Response Teams. Structures such as tents or trailers added at bus-entry locations for screening and isolation. Consider how staff will enter, if multiple entry points are used (building access cards or codes). Consider a procedure for addressing behavioral issues at arrival time that do not involve staff entering a bus. Consider if there are inner doors that can be propped open as decided by school-level Pandemic Response Teams. 	safety and health protocols.		
	<p>Adhere to CDC guidelines for social distancing, and include:</p> <ul style="list-style-type: none"> Hand sanitizer at entry points. Glove dispensers added to more locations. Specifications that put health and safety at the forefront. Screening/Isolation spaces located outside. Masks made available at entry points for those entering the building without one (staff and visitors must wear masks, students who are capable). 	No mask required only if appropriate medical documentation is provided or if a student is learning to wear a mask. If no mask then use of physical barriers to maintain safety.	Appropriate medical documentation.	<ul style="list-style-type: none"> All staff
	Limit student-to-staff assignments (e.g., staff picking up a student from drop off is the staff working with the student in the classroom and is also the staff bringing the student out at dismissal).	Student-to-staff assignment can be based on classroom cohort, allowing staff to work with different students in a single class.	Staff availability	<ul style="list-style-type: none"> Teachers Paraprofessionals Building Principal
	Limit all student interaction at school entrance.			<ul style="list-style-type: none"> Teachers Paraprofessionals Building Principal
	Visual markings delineating social distancing.			<ul style="list-style-type: none"> Ken Sheldon Building Principal

	<ul style="list-style-type: none"> Stickers/Decals to mark social distance protocol (arrows, floor markings). Reminders throughout buildings about social distancing/cover cough/wash hands. 			
Maintain student and staff safety while in common areas (hallways, bathrooms, etc.).	<p>Maintain social distancing in hallways.</p> <ul style="list-style-type: none"> 6-foot visual markings in the hallways (e.g., vinyl stickers on the floor, wall markings, etc.). 	Physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to maintain social distancing.	Purchase barriers, sneeze guards and visual markings.	<ul style="list-style-type: none"> Ken Sheldon Building Principal
	<p>Establish one-way routes for all SBJC campus buildings, including designated up staircases and down staircases.</p> <ul style="list-style-type: none"> Visual markings such as arrows on the hallway floor indicating direction and reminders to stay to the right. Staggered schedules for hallway use and check hallway before moving locations. Reminders throughout buildings about social distancing/cover cough/wash hands. Consider if there are inner doors that can be propped open, as decided by school-level Pandemic Response Teams. 	If establishing one-way is not possible, mark a line down the center of all hallways and stairwells to indicate sides to contain travel.	Purchase visual markings, posters and door stops.	<ul style="list-style-type: none"> Ken Sheldon Building Principal
	<p>Portable washing stations and/or hand sanitizer dispensers in every classroom and hallways.</p> <ul style="list-style-type: none"> Touchless soap, paper towel dispensers and sinks. 	<p>If not possible in every room, organize a handwashing schedule based on guidelines.</p> <ul style="list-style-type: none"> Consider one or a few touchless dispensers or have staff members activate dispensers for students. 	Multiple bottles of sanitizer within room to minimize movement.	<ul style="list-style-type: none"> Ken Sheldon Building Principal Building Nurse
	Minimize non-essential interactions.			<ul style="list-style-type: none"> All staff

	<p>Minimize/Eliminate large group gatherings:</p> <ul style="list-style-type: none"> • No assemblies. • Maintain “Cohorts” of students to minimize transfer (no combining of classes). 			<ul style="list-style-type: none"> • Teachers • Building Principal
	<p>Eliminate the use of all lockers and cubbies located in the hallway.</p>	<p>Utilize a schedule to limit access to lockers or cubbies in the hallway.</p>	<p>Availability of places to store personal belongings.</p>	<ul style="list-style-type: none"> • Teachers • Building Principal
	<p>Increase cleaning of surfaces during the school day.</p>	<p>Current staff will assist in disinfecting common touch points.</p>	<p>Must have stockpile of disinfecting products.</p>	<ul style="list-style-type: none"> • Ken Sheldon • Custodial Companies
	<p>Procedure for addressing behavioral issues if they occur while in a hallway, stairwell or common area that maintains health and safety, as decided by school-level Pandemic Response Teams.</p>	<p>If social distancing is not possible, physical barriers and other safety measures will be utilized.</p>	<p>Availability of staff and accessibility of equipment.</p>	<ul style="list-style-type: none"> • Behaviorists
	<p>Reduce use of common spaces/areas.</p>			
	<p>Begin school year with specials in classrooms. In the event that student movement within the building can be increased, schools will complete an inventory of potential spaces to ensure social distancing requirements can be maintained.</p> <ul style="list-style-type: none"> • Staggered time for specials (Group #9). 	<p>Use outdoor space when possible.</p>		<ul style="list-style-type: none"> • Building Principal • Teachers
	<p>Office:</p> <ul style="list-style-type: none"> • Early parent pick-ups/ late drop-off occur outside of the building. • Visitors are only allowed in for emergency reasons and/or with the approval of the Principal. Have procedures for outdoor deliveries. • Staff, parent and CST meetings to be virtual. • Maintain a system of single-use for copy machines and distribution of office supplies. 	<ul style="list-style-type: none"> • Visitors must wear an appropriate mask, sanitize hands and have a temperature check before entering the building. • Parent goes to CST office and SBJC staff join meeting virtually. 	<p>Availability of staff to screen at entry point</p> <p>Individuals having access to devices and a confidential space in order to participate in virtual meetings.</p>	<ul style="list-style-type: none"> • Building Principals • Building Secretaries • IT Dept

	<p>Nursing:</p> <ul style="list-style-type: none"> Eliminate use of visiting for non-essential reasons (e.g., water, bathroom). 			<ul style="list-style-type: none"> Nurse
	<p>Student Cafeteria:</p> <ul style="list-style-type: none"> Students eat in the classroom. Develop a schedule for lunch pick up to be delivered to classrooms. 	Students bring lunch from home.	Students who are eligible for national school lunch program.	<ul style="list-style-type: none"> Building Principal Teachers
	Eliminate the use of a faculty room.	Use multiple locations for staff lunch breaks, such as outside. Consider a schedule that assigns times and designate areas to be used by groups of people in order to reduce numbers in one location.	Space	<ul style="list-style-type: none"> Building Principal All Staff
	All reinforcement and sensory activities to be done within the classroom.	Use outdoor space when possible.	Distribute reinforcers and sensory equipment to classrooms	<ul style="list-style-type: none"> Behaviorist Therapists
Maintain student safety upon exit	Maintain social distancing between cohorts at dismissal.			<ul style="list-style-type: none"> Building Principal Teacher
	Eliminate student interaction at dismissal.			<ul style="list-style-type: none"> Building Principal Teacher
	<p>Develop procedure for student dismissal.</p> <ul style="list-style-type: none"> All students exiting school onto a school bus or for dismissal will be checked for symptoms. A staff member that is trained will take students' temperature at the end of the day within 1 hour before exiting to the bus or for dismissal. The nurse will be notified of any red flags. All students will wash hands or use hand sanitizer before exiting the classroom for dismissal. 			<ul style="list-style-type: none"> Paraprofessional/ trained professional for temperature checks Teachers Nurse Building Principal

	<ul style="list-style-type: none"> ● Stagger release time. Develop protocol for students exiting the building by bus. ● Develop protocol and location for parent pick up. ● Consider a procedure for addressing behavioral issues at dismissal time. 			
	<p>Establish one-way routes for all SBJC campus buildings, including designated up staircases and down staircases.</p> <ul style="list-style-type: none"> ● Visual markings such as arrows on the hallway floor indicating direction and reminders to stay to the right. ● Consider staggered schedules for hallway use and check hallway before moving locations. ● Reminders throughout buildings about social distancing/cover cough/wash hands ● Consider if there are inner doors that can be propped open as decided by school level Pandemic Response Teams. 	<p>If establishing one-way is not possible, mark a line down the center of all hallways and stairwells to indicate sides to contain travel.</p>	<p>Purchase material for the floor in hallways and stairways.</p>	<ul style="list-style-type: none"> ● Building Principal ● Ken Sheldon
	<p>Have signage around the school building to provide reminders and visual markings delineating social distancing.</p> <ul style="list-style-type: none"> ● Stickers/Decals to mark social distance protocol (arrows, floor markings). ● Reminders throughout buildings about social distancing/cover cough/wash hands. 			<ul style="list-style-type: none"> ● Building Principal ● Ken Sheldon
Maintain student and staff safety during emergency drills	<p>Follow up for more guidance from state and local officials.</p>			<ul style="list-style-type: none"> ● Administration
Staff training	<p>Staff will need to be trained on all procedures prior to student arrival.</p>			<ul style="list-style-type: none"> ● Administration ● Building Principal ● All staff

RESTART & RECOVERY

#5. SCREENING, PPE, AND RESPONSE TO STUDENTS AND STAFF PRESENTING SYMPTOMS

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

GUIDING PRINCIPLE

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CRITERIA FOR SUCCESS OF SUB-COMMITTEE PLANS

1. Meet or exceed the health and safety guidelines listed in NJDOE Guidance for Reopening & CDC Guidelines.
2. Identify areas for choice and criteria for choice when applicable.
3. List preferred option and secondary option for choice when applicable.
4. Includes social and emotional support for students, staff, and families so that everyone feels safe and knows their voice matters.
5. Ensure quality instruction.
6. Create a positive culture and climate.
7. Clear and accessible guidance for all stakeholders (language, no jargon).

Subcommittee: #5 **Area:** Screening, PPE, and Response to Students and Staff Presenting Symptoms

Leader: Reji George, Marie Bridge

Members: Joy Segreto, Laura Sgalia, Tracey Ismailovski, Sarah-Ann Rizzolo, Dora Weiss, Anna Segelbacher, Janet Quagliero, Rob Neilley

ISSUE	SOLUTION/TASKS	ALTERNATIVES FOR OPTIONS, OPTIMAL AND SECONDARY	CRITERIA TO ACCESS OPTIONS	PERSON/S RESPONSIBLE
Student pre-screening at home, questionnaire.	Optimal Every parent fills out a daily survey of symptoms. Parents need to know the importance and requirement of such documents for school admittance.	Optimal Specification Every parent completes a survey via paper. Every Parent fills out survey of symptoms and hands to bus staff prior to entering bus. Secondary Specification Bus Aide asks and completes the survey form.	Parents unable to complete, bus/aide will provide paper copy of survey for completion prior to boarding.	<ul style="list-style-type: none"> ● Parent ● Bus staff ● School Nurse

		In the event there is no aide, the bus driver will complete a survey.		
Staff pre-screening at home	Staff will independently perform self-screening at home following the same questions included in the student questionnaire.	Optimal Specification Staff will remain home and follow district procedure as outlined for reporting absence if any possible COVID-19 related symptoms are detected during pre-screening at home. Staff will be recommended to follow-up with a medical professional and provide documentation.		<ul style="list-style-type: none"> • All Staff • Administrative Assistants • School Nurse
Tracking the Pre-Screening forms:	Optimal A staff member will collect, review and scan the forms Staff notifies the Nurse immediately with any red flag.	Optimal Specification Paper forms will be scanned to an electronic folder by designated staff member abnormalities should be reported to the nurse immediately. Any abnormal screen forms will be followed up by the nurse and be put into Genesis. Secondary Specification Admin. Assistant will help with scanning	Inability of classroom staff to scan forms and /or red flags not detected by bus staff.	<ul style="list-style-type: none"> • Screener/Para on the bus duty • School Nurse/Admin. Assist. staff.
Pre-Screening upon entering building and PPE for staff that will be assisting with morning screening	All Staff and Students will be screened upon entering the school building. All staff doing the morning screening will have sufficient PPE as outlined by CDC.	Optimal Specification Kiosk will serve as the direct point of screening, all staff members in vicinity to adhere to normal PPE procedures. Personnel available for direction of students depending on results. (student flow). Security measures are addressed. Social Distancing visual cues to maintain CDC recommendations (student flow). Will take into account symptoms that can be explained due to other circumstances (e.g., weather, behavior, increased agitation etc). Secondary Specification If a staff member enters the bus, Face shield, face mask, Protective gown, gloves. Cleaning the thermometer with alcohol after each use.	Kiosk is unavailable to be accessed or if it is not operational, or the student is non-compliant.	<ul style="list-style-type: none"> • Kiosk: Technology • School Nurse/Administration for data collection. Will forward to contact tracing dependent on results.*
Mid-day	All students' temperatures will	Optimal Specification	Split day schedule	<ul style="list-style-type: none"> • School nurse

<p>screening of students for symptoms of Covid-19.</p>	<p>be checked mid-day for symptoms. Students and staff are required to notify the SBJC when they develop symptoms or if their answers to the screening assessment change during or outside of school hours. When outside of school hours, students' parents/guardians should call or email the school nurse. <i>At any time of the day, if students develop symptoms they will be reported to the nurse immediately.</i></p>	<p>Students get checked in the classroom by identified staff members mid-day, and results recorded. Red flags are immediately reported to school nurses.</p> <p>Secondary Specification Dependent on split day schedule.</p> <p>One Para per class to be trained in the screening.</p>	<p>will result only with 2 checks, student entry. Exit will serve as midday check.</p>	<p>for recording of information.</p> <ul style="list-style-type: none"> Classroom teacher/Para for midday recording.
<p>Mid Day screening of staff members for symptoms of Covid-19.</p>	<p>All staff members will be encouraged to check their temperatures mid-day. <i>At any time of the day, if a staff member develops symptoms they will be reported to the nurse immediately.</i></p>	<p>Optimal Specification All staff to be checked for symptoms during mid-day check. Check done by identified personnel and recorded. Red flags are immediately reported to school nurses.</p> <p>Secondary Specification Staff to voluntarily get checked for symptoms.</p> <p>One Para per class to be trained in the screening.</p>	<p>Staff members not available or unable to be checked at that time.</p>	<ul style="list-style-type: none"> School nurse for recording of information Classroom teacher/Para for midday recording.
<p>How information gets recorded for midday screenings.</p>	<p>All information midday screening will be recorded in classroom log, privacy will be maintained per FERPA/HIPAA. Log will be securely stored. Positive student screenings will be recorded in Genesis. School nurses will maintain a record of positive staff screenings and notify building administrators appropriately.</p>	<p>Optimal Specification Each class has a checklist, if red flags present, the Nurse will be notified, and the tracking form (Pre-screen) will be updated. Privacy will be maintained per FERPA/HIPAA.</p>		<ul style="list-style-type: none"> Teacher/designate para School nurse Building administrator
<p>End of day</p>	<p>All students exiting school onto</p>	<p>Optimal Specification</p>		<ul style="list-style-type: none"> Para/trained

<p>screen for all students as well as students accessing the bus.</p>	<p>a school bus or for dismissal will be checked for symptoms, including temperature scan.</p>	<p>Staff members that are trained will take temperature and symptoms at the end of day in the classroom within 1 hour before exiting to bus or dismissal. Nurses will be notified of any red flags.</p>		<p>professional for temperature checks</p> <ul style="list-style-type: none"> ● School nurse
<p>When a student does present with symptoms that are not otherwise explained during the school day.</p>	<p>Promptly identified and sent to an isolation area to await dismissal to home.</p>	<p>Optimal Specification Staff member identifies student with potential symptoms, Nurse will be called to corroborate. If symptoms are not otherwise explained, the student will be sent immediately to an isolation area as per school nurse. Parents will be notified and students will be picked up. Students will follow designated flow from classroom to isolation area with appropriate PPE (Student flow). Designated staff supporting the nurse will be assigned to supervise and care for symptomatic children in the isolation area. Designated staff will wait with the student(s) until parent pick up occurs. Medical documentation regarding observed symptoms may be requested as determined by school nurses. Multiple students may use the same isolation area provided they can be separated by six feet.</p> <p>Secondary Specification Student remains in the isolation area until parent or specified alternate guardian is contacted as per emergency contact card. Identified trained staff to remain in an isolation area with students.</p> <p>Third Specification Containment area within the classroom.</p>	<p>Parents are not immediately available or not responsive.</p> <p>Criteria for third: Unable to safely have students exit the classroom.</p>	<ul style="list-style-type: none"> ● Para/trained professional for temperature checks, ● School nurse ● Crisis team
<p>When staff does present with symptoms that</p>	<p>Any staff member identified with symptoms or high temperature will be identified and immediately sent home.</p>	<p>Optimal Specification Staff members that present with symptoms that are not otherwise explained will immediately be sent home and will be advised to follow up with</p>		<ul style="list-style-type: none"> ● Staff member ● Principal ● School nurse

<p>are not otherwise explained during the school day.</p>		<p>their medical professional. Any testing or medical advice reported immediately to the school nurse. School nurses will notify building administrators appropriately and implement CDC recommendations for case isolation or quarantine as appropriate. Medical documentation regarding observed symptoms may be requested as determined by school nurses.</p>		
<p>* Various tasks performed by students and staff throughout the school day may require use of specific PPE.</p>	<p>All students and staff should be supplied with task-appropriate PPE.</p>	<p>Optimal Specification When performing various tasks throughout the school day, students and staff will utilize appropriate PPE supplied by district. Face masks or coverings must be worn by staff throughout school day unless medically contraindicated. Students will be encouraged to wear face masks while in school as feasible, especially when social distancing cannot be maintained.</p> <p>Change policy on dress code to include face masks and covering. All staff and students are required to have change of clothes available if needed.</p> <p>Secondary Specification Staff and students may elect to wear personal face covering in accordance to CDC guidelines and dress code policy.</p>	<p>Staff/students choose to supply their own face covering/mask.</p>	<ul style="list-style-type: none"> ● District administration ● Principal ● School nurse
<p>Professional Development and Awareness</p>	<p>Professional development/Education for staff will be provided regarding screening purpose and procedures as well as appropriate use and disposal of PPE. SBJC staff will be trained to observe students and other staff members for signs of</p>	<p>Optimal Specification CDC guidelines, resources issued by the local health departments and other relevant resources will be utilized to provide training and professional development for staff. Various modes of information transmission will be used. Resources will be shared with parents as appropriate.</p>		<ul style="list-style-type: none"> ● Principal ● School Nurse ● Administration ● All Staff

	illness, such as flushed cheeks, rapid or difficulty breathing (without recent physical activity), fatigue or irritability, and frequent use of the bathroom.			
Adopt a Readmittance Policy	The SBJC has adopted a policy regarding the readmittance of staff and students to our schools.	Optimal Specification Readmittance to school shall be consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.		

RESTART & RECOVERY

#6. CONTACT TRACING

Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19. It is a long-standing practice and is an integral function of local health departments. All school district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school district, should be provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease. School districts should collaborate with the local health department and engage their school nurses to develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing.

GUIDING PRINCIPLE
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3. List preferred option and secondary option for choice when applicable.
4. Includes social and emotional support for students, staff, and families so that everyone feels safe and knows their voice matters.
5. Ensure quality instruction.
6. Create a positive culture and climate.
7. Clear and accessible guidance for all stakeholders (language, no jargon).

Subcommittee: #6 **Area:** Contact Tracing

Leader: Reji George, Marie Bridge

Members: Joy Segreto, Laura Sgalia, Tracey Ismailovski, Sarah-Ann Rizzolo, Dora Weiss, Anna Segelbacher, Janet Quagliero, & Karen Domingues

ISSUE	SOLUTION/TASKS	ALTERNATIVES FOR OPTIONS, OPTIMAL AND SECONDARY	CRITERIA TO ACCESS OPTIONS	PERSON/S RESPONSIBLE
Student tests Positive for Covid-19	Every student tested positive is identified.	Optimal Specification Parents provide confirmation from the MD of a positive result. Contact is made to the local health department for guidance. Notify anyone in close contact with the student. Follow recommendations of the health department. Students identified, all	Forms of confirmation received.	● School Nurse

		<p>information that can be provided, along with anyone in contact with this student, will be provided to Bergen County Department of Health.</p> <p>Secondary Specification Medically unconfirmed report of positive Covid-19 result, ie: verbal positive report. Notify anyone in close contact with the student. Follow recommendations of the health department. Follow up with documentation for positive individuals.</p>		
Staff Member tests Positive for Covid-19	Every staff tested positive is identified.	<p>Optimal Specification Staff member provides a confirmation from the MD of a positive result. Contact the local health department for guidance. Notify anyone in close contact with the staff member. Follow recommendations of the health department. Staff identified, all information that can be provided, along with any member in contact with this staff, will be provided to the local health department of where the staff member resides and Bergen County Health Department.</p>		<ul style="list-style-type: none"> • School Nurse
Notification of Staff and Student families in close contact to someone who tested positive.	All staff and students' families are contacted via written and phone call notification of exposure.	<p>Optimal Specification All staff and students' families are provided with a written letter keeping confidentiality of exposure. The letter will provide guidance as per CDC and what is recommended in the event of exposure. A phone call will also be made. Track exposure 2 days prior to presentation of symptoms, following health department guidelines and contact tracing procedures.</p>		<ul style="list-style-type: none"> • School Nurse
Policies and procedures related to contact tracing	Changes/Additions to existing policies and procedures in regards to Contact Tracing.	<p>Optimal Specification Clearly outlined policies will be developed that indicate how and why contact tracing will be performed in the event a positive COVID-19 case is identified. The district policy should identify the school/district's role in assisting its local health department to conduct contact tracing activities, including ongoing communication with the identified</p>		<ul style="list-style-type: none"> • Superintendent • BOE

		individual and/or their contacts. These policies and procedures will be developed in consultation with the board's local health department and with school nurses employed by the board. The district policy will reflect CDC guidelines for COVID-19 management and should adhere to all applicable federal and state privacy requirements (e.g. FERPA/HIPPA). The district policy should include a protocol for communication systems that allow staff, students, and families to self-report symptoms and/or suspected exposure to assist school districts in providing prompt notification.		
If a family member in the household is tested positive for Covid-19.	Require information regarding the family member or member that was tested positive.	<p>Optimal Specification All information is received regarding the individual who was tested positive and those who had exposure, and if their local health department was notified. Contact Bergen County Health Dept and report the positive case. Students and or staff members will be given guidance as per health department & CDC guidelines for quarantine, in regards to Contact tracing. Record all information provided.</p> <p>Secondary Specification The student/staff in attendance that was exposed to a member of the household will be monitored according to health department guidelines and information recorded.</p>	The student/ staff exposed to a COVID-19 positive household family member is in attendance at school.	<ul style="list-style-type: none"> • Nurse • Building Principal
Professional development and training for staff, students and families.	Specific training series, including PD, for staff involved in contact tracing for schools and districts as well as relevant training for students and families.	<p>Optimal Specification All staff & SBJC families will be provided information regarding the role of contact tracing and isolating positive or suspected COVID-19 cases in keeping school communities safe from the spread of contagious disease. Video explanation and depiction of why tracking is important will be provided. Powerpoint presentation may also be part of a training series. Obtain videos from Bergen County Health Dept/CDC. as available.</p>		<ul style="list-style-type: none"> • School Nurse • Administration

<p>Staff members that are shared between buildings for possible exposure.</p>	<p>Staff members to minimize as much as possible movement between buildings.</p>	<p>Optimal Specification All staff members are assigned to only 1 building.</p> <p>Secondary Specification Staff will be shared between more than 1 building. Minimize as much as possible multiple buildings. No splitting of days.</p>	<p>Schedule and caseload of staff members does not allow 1 building only.</p>	<ul style="list-style-type: none"> ● Principal ● Administrator
<p>Establishing connections with the local health departments.</p>	<p>Every local health department should have a relationship with the SBJC schools within their municipality.</p>	<p>Optimal Specification The school nurse will have frequent contact with the local health agencies.</p> <p>Secondary Specification Administrators will also have contact and develop a relationship with local health agencies.</p>	<p>School nurses are not available to contact the health agency immediately. It remains important for the school to provide necessary information to the local health department in a timely manner.</p>	<ul style="list-style-type: none"> ● Administrator ● School Nurse
<p>Educational resources should be shared with school communities and staff on the importance of contact tracing with positive COVID-19 cases.</p>	<p>Provide resources to the SBJC school community and staff members regarding the importance and overall purpose of contact tracing.</p>	<p>Optimal Specification Resources will be shared online and email communication will be sent to parents and staff upon availability of resources. Social media may be used to provide updates.</p> <p>CDC fliers to be printed and posted in the schools. VISUALS!</p> <p>Secondary Specification Resources will be provided at a building level such as back to school night, parent night, etc. Fliers to be sent in student backpacks.</p>	<p>Parents that are not responsive to the global connect, online resources or initial contacting.</p>	<ul style="list-style-type: none"> ● School Nurse ● Building Administrator ● Media Specialist
<p>Emergency contact information for students and staff must be up to date and</p>	<p>Each student's contact information will be up to date, and contacts on the list must be able to pick up the student immediately (needs to</p>	<p>Optimal Specification All emergency contacts for students are up to date, persons listed will be available for student pick up in event of emergency. Student emergency contacts will be checked periodically. Global connect message issued to all parents/families to remind</p>		<ul style="list-style-type: none"> ● Teacher in the classroom ● Administrative assistant ● School Nurse ● Principals

<p>accurate.</p>	<p>be defined and clearly explained to parents/guardians). Each staff member's contact information will also be kept up to date and maintained by the building administrative assistant/ building administration.</p>	<p>them of emergency contact updates. Emergency contact information includes accurate email addresses, phone numbers & home addresses for parents/guardians as well as addresses and phone numbers of alternate guardians designated by the parents. Staff will be required to update their emergency contact information annually and will be encouraged to provide updates following any changes that occur during the year.</p> <p>*If no emergency contact information is provided and/or updated with changes, student may not be permitted to attend school.*</p>		
<p>All staff or students that enter/exit the room are recorded in terms of clear schedules.</p>	<p>All rooms will have information regarding anyone who has entered/exited.</p>	<p>Optimal Specification All staff members that enter the room will sign in via app/electronically.</p> <p>Secondary Specification All staff members that enter the room will have to sign in via paper form.</p>	<p>Access to technology</p>	<ul style="list-style-type: none"> ● Classroom teacher ● IT department
<p>Tracking and identification of any staff or students that may have traveled to restricted areas.</p>	<p>SBJC will be made aware of any movements or travel to areas that have been restricted or limited due to an increase in COVID-19.</p>	<p>Optimal Specification Students or family members should be indicative of any hotspot areas traveled to on the daily questionnaire required for school admittance. Staff should self-report to immediate supervisor and School Nurse any travel to hotspot areas as indicated by CDC and State.</p>		<ul style="list-style-type: none"> ● All Staff ● Parents & Guardians ● School Nurse ● Administration ● (Building/ Department Supervisors)
<p>All nurses will receive specialized contact tracing training and obtain appropriate certification.</p>	<p>All nurses will attend John Hopkins Contact Tracing certification course and obtain the certificate of completion.</p>	<p>Optimal Specification All Nurses will attend John Hopkins course on contact tracing and obtain certification. This information will be used in development of staff PD, school community education, and as a reference for all areas of school level and community contact tracing.</p>		<ul style="list-style-type: none"> ● School Nurse

RESTART & RECOVERY

#7. FACILITIES CLEANING PRACTICES

School districts must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise. School districts must also develop a schedule for increased routine cleaning and disinfecting, especially of frequently touched surfaces and objects, and sanitize bathrooms daily and between use as much as possible.

GUIDING PRINCIPLE

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5. Ensure quality instruction.
6. Create a positive culture and climate.
7. Clear and accessible guidance for all stakeholders (language, no jargon).

Subcommittee #7 **Area:** Facilities Cleaning Practices

Leader: Ken Sheldon, Lorraine Rake, Edwin Flores

Members: Robert Neilley, Christine McLeod, John Picini, Theresa Gallagher, Elizabeth Beck

ISSUE	SOLUTION/TASKS	ALTERNATIVES FOR OPTIONS, OPTIMAL AND SECONDARY	CRITERIA TO ACCESS OPTIONS	PERSON/S RESPONSIBLE
Limit visitors	<p>Optimal Allowed only in an emergency.</p> <p>Parents will pick up meals outside the building if we have to provide in the case we go virtual/partial</p>	<p>Must wear appropriate masks, sanitize hands, and have temperature checked.</p> <p>Develop procedures for parents dropping off/picking up students. Letter should go out to all parents notifying them of change in policy.</p>	Emergency would be police, fire department or emergency repairs.	<ul style="list-style-type: none"> • Gatekeepers

	again.	Parents should call main office for late arrival/early pick-up. Staff member will greet/release the child to the parent outside.		
Cleaning of technology devices: <ul style="list-style-type: none"> • iPads for reinforcement • iPads for communications • iPads for common classroom use • Desktop computers • Tablets for Catalyst • Headphones • Smartboards/Smart Tables • Chromebooks 	Optimal Cleaning of technology devices should be done with disinfectants included on the EPA List N: Disinfectants for Use Against SARS-CoV-2, and all labeled instructions regarding the proper use of the disinfectant will be followed for safe, effective use. All SBJC staff will be sure to follow the contact time, which is the amount of time the surface should be visibly wet, as indicated by the product's label. For instance, commonly used Lysol® Disinfecting Wipes (All Scents) has a contact time of 2 minutes. Secondary UV Sanitizing wands on order.	Limiting sharing and use of electronic devices.		<ul style="list-style-type: none"> • Custodians • Staff
Use/ Cleaning of Time Clocks	Punch in/out via app.	Can punch in from the classroom computer.	Tech dept. will disable time clocks.	All staff
One custodian per building- Additional custodial staff needed?	Staff will help with cleaning & sanitizing process - common touch points within classroom: <ul style="list-style-type: none"> • Door knobs 	Current staff will assist in disinfecting common touch points. Felician University will provide a custodian to come in at scheduled	Principals and custodians should develop a schedule of cleaning common touch points on a	<ul style="list-style-type: none"> • Pritchard - Lodi • Nemco - Maywood • John Picini - PT

	<ul style="list-style-type: none"> • Handrails • Touchpads • Hand sanitizer • Water Fountains • Stairwells 	times throughout the day to clean the bathrooms, and common touch points throughout the building. (Per conversation with Felician's Early Childhood Director)	building by building basis	
Need copier for PrimeTime				<ul style="list-style-type: none"> • Atlantic Business Systems • Sue Cucciniello
Need to ensure throughout the day that cleaning supplies are stocked. (Classroom, Gym and therapy areas)	Must notify appropriate personnel of any potential shortages.	Teachers/paras will notify Principals/custodians of any needs. Cleaning supplies: sign up subscription-based.	Inventory of necessary supplies will be kept	<ul style="list-style-type: none"> • Custodial staff • Building Principal • School Secretary
Need to include hand sanitizer stations throughout the building	Portable stations inside all entrances and throughout the hallways and common area.			Order has been placed. Expected delivery last week of August
Bathrooms should be cleaned several times a day	Need a substitute custodian for P/T to clean during the day.	Sanitizing sprayers will disinfect entire room in minutes Portable plexi-glass barriers b/t sinks and urinals?		<ul style="list-style-type: none"> • Custodial staff • Plexi-glass vendor
Staff Room	Custodians and staff should clean & disinfect all common touch areas frequently during the course of the day. Use of outdoor tent space as an alternative to staff room for lunch.	Limit the use of staff room. Lunch in cars, classroom or outside of the building.	Is this allowed? Use auditorium?	<ul style="list-style-type: none"> • All staff
Develop necessary inventory list for cleaning supplies	Must insure all products are EPA approved for COVID-19.	School secretaries should order necessary sanitizing supplies on a monthly basis.		<ul style="list-style-type: none"> • School secretaries • Custodial companies

<p>Need to come to an agreement with Churches on cleaning and safety protocols after hosted events.</p>	<p>Church custodian/maintenance personnel should clean & disinfect common areas after use.</p>	<p>Ask the Church to move activities to alternate sites.</p> <p>Our custodian should focus on sanitizing the common areas morning after use.</p>		<ul style="list-style-type: none"> • Sue Cucciniello, Business Administrator • Building Principals
<p>Cleaning of manipulatives and toys that are usually shared materials</p>	<p>After manipulatives and toys are used they should be placed into a bin for cleaning and disinfecting before the next child can use. (There is a bin with a screen that is being recommended for cleaning and disinfecting.)</p> <p>Soft toys should be avoided and stored during pandemic.</p>	<p>Therapists will use disinfecting wipes between each session on manipulatives that are shared between each child.</p>		<ul style="list-style-type: none"> • Classroom staff • Therapists
<p>Use of Water Coolers & Water Fountains</p>	<p>It is recommended that water coolers not be used at this time.</p> <p>Water fountains should be covered and not used. Nobody should drink from school water faucets.</p>	<p>Bottled water should be used for students. Staff should be directed to bring drinks from home.</p> <p>Water cooler can be used strictly by the nurse for students and staff in case of emergencies.</p>		<ul style="list-style-type: none"> • All staff

RESTART & RECOVERY

#8. MEALS

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

GUIDING PRINCIPLE
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5. Ensure quality instruction.
6. Create a positive culture and climate.
7. Clear and accessible guidance for all stakeholders (language, no jargon).

Subcommittee #8 **Area:** Meals

Leader: Sue Cucciniello

Members: Judi White, Sarah Bossio, Lauren Hickey, Jill Frangione

ISSUE	SOLUTION/TASKS	ALTERNATIVES FOR OPTIONS, OPTIMAL AND SECONDARY	CRITERIA TO ACCESS OPTIONS	PERSON/S RESPONSIBLE
Food distribution	Discontinue family style, self-service, and buffet.			Sue Cucciniello Pomptonian
	Provide grab and go breakfast and lunch as part of district food program in both SBJC facilities and annex facilities			Sue Cucciniello, Pomptonian

	<p>Food needs to be delivered to classrooms at lunch time by a staff member. Make sure they are appropriately marked by teacher's name and kept together for easier pick up by staff.</p> <ul style="list-style-type: none"> • Consider staggered lunch time or meal delivery to classrooms to minimize hallway traffic. 			Building Principal
	Food from home.	School meals available for purchase.		Building Principal
	<p>Method of providing meals to eligible students that are receiving virtual instruction (if offered)</p> <ul style="list-style-type: none"> • Consider meals picked up outside in the parking lot via parent pick up. Notify school when outside to send out. 	<p>Method of providing meals to eligible students that are receiving virtual instruction (if offered)</p> <ul style="list-style-type: none"> • Consider meals picked up outside in the parking lot via parent pick up. Notify school when outside to send out. 	All students are eligible to purchase or get meals via national school lunch program, if eligible	
	Individuals must wear gloves while handling food. Individuals must wash or sanitize their hands before putting on and after removing their gloves or after directly handling used food service items.			
	No sharing food.			
	Use disposable food service items (e.g., utensils, dishes).	If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves. Items will be		

		sent back in the original storage bag.		
	All meals will be pre-ordered and pre-paid. <ul style="list-style-type: none"> ○ Consider methods of pay. 			
	Food service provider will follow CDC guidelines for cleaning and disinfecting food prep surfaces.			
Heating meals	<ol style="list-style-type: none"> 1. Develop a procedure for informing parent that student meals will not be heated in school. 2. Students will bring meals in thermoses or meals that do not require heating. 	<ol style="list-style-type: none"> 1. No alternative. 2. Purchase school meals. 	All students are eligible to purchase or get meals via national school lunch program.	<p>Building Principal</p> <p>Building Principal</p>
Storing student food	<ol style="list-style-type: none"> 1. Develop specifications for storing food 2. Students bring in meals in personal coolers or bag that are cooled without need for refrigeration. 3. Students with feeding plans will have to be customized taking into consideration their needs. Additionally, staff may need face shields while feeding the students. 		Student brings in food not in a cooler but needs to be refrigerated.	Building Principal
Storing staff food	<ol style="list-style-type: none"> 1. Develop specifications for storing food. 2. Staff bring in meals in personal coolers, cooler bags or thermoses for hot meals. 3. Notify staff that food service warmers and refrigerators are for school purchased student meals. 	School meals available for purchase and will be stored in school warmer or refrigerator.		Building Principal
Student Cafeteria	<ol style="list-style-type: none"> 1. Develop specifications for student lunch (location and time). 2. Meals will be in classrooms. <ul style="list-style-type: none"> ● Schedule lunch pick up to minimize gathering at the same time. ● Hand washing or sanitizing before and 	<ol style="list-style-type: none"> 2. Determine additional designated area if needed. Tables would need to be left up with consideration 		Building Principal

	after meals.	for other uses of the area. Consider lunch outside when possible.		
Staff Faculty Room	<p>1. Develop specifications for staff lunch:</p> <ul style="list-style-type: none"> ● Social distancing; ● Stagger lunch times; ● Utilize multiple spaces (possibly outside/auditorium). <p>2. Hand washing or sanitizing before and after meals.</p> <p>3. There must be disinfecting of surfaces between use.</p>	<p>Determine additional designated area if needed. Tables would need to be left up with consideration for other uses of the area. Consider lunch outside when possible.</p>		Building Principal

RESTART & RECOVERY

#9. RECESS/PHYSICAL EDUCATION

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

GUIDING PRINCIPLE

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6. Create a positive culture and climate.
7. Clear and accessible guidance for all stakeholders (language, no jargon).

Subcommittee #9

Area: Recess/Physical Education

Leaders: Ashley Vaughan

Members: Sandra Balestrieri, Mary Payoczkowski, Rosaria Licata, Marisol Campillo, Paula Hill

ISSUE	SOLUTION/TASKS	ALTERNATIVES FOR OPTIONS, OPTIMAL AND SECONDARY	CRITERIA TO ACCESS OPTIONS	PERSON/S RESPONSIBLE
<p>Physical Education: Schedule & Location</p> <p>Revise schedule and location of physical education classes in accordance with new health and safety</p>	<p>To begin the school year, physical education classes will take place in the classroom. In the event that student movement within the building can be increased, schools will complete an inventory of other potential physical education spaces (e.g., gymnasium, larger classroom space, outdoors, tent,</p>	<p>Optimal Specifications All possible physical education class locations will maintain social distancing requirements.</p> <p>Physical education class schedules will be revised to</p>		<ul style="list-style-type: none"> • Building Administrator • Physical Education Teacher

<p>guidelines.</p>	<p>etc.) to ensure social distancing requirements can be maintained.</p> <p>Physical education instruction will focus on individual, skills-based activities and exercises that do not result in strenuous breathing (e.g., stretching, yoga and calisthenics). There will be no instruction in partner or team sports.</p> <p>Physical education class schedules will be revised to allow time for staggered transitions, cleaning of equipment, etc.</p>	<p>allow time for staggering, disinfecting, etc.</p>		
<p>Physical Education: Schedule & Location</p> <p>Determine impact of new schedules, policies and procedures on current IEP driven inclusion requirements for physical education.</p>	<p>Schools will develop an IEP review process to determine if & how new schedules, policies & procedures impact current specifications regarding inclusion opportunities in special area settings (e.g., physical education).</p>	<p>Optimal Specification Inclusion requirements in IEPs will be amended to reflect new schedules, policies and procedures.</p>		<ul style="list-style-type: none"> • District Administrators • Building Administrator • Sending district case managers/ CST
<p>Physical Education: Social Distancing</p> <p>Ensure social distancing requirements will be maintained during physical education classes.</p>	<p>When physical education classes are held in the classroom, all social distancing requirements will be maintained.</p> <p>In the event that student movement within the building can be increased, specific physical education areas will be designated for each class to avoid cohort mixing and ensure social distancing requirements.</p> <p>In the event that student movement within the building can be increased, schools will use cones, flags, tape, or other signs to create boundaries</p>	<p>Optimal Specifications Students will have at least 6 feet of space between one another during physical education in the classroom setting.</p> <p>Secondary Specifications If the 6 feet social distancing requirements can not be maintained in the classroom setting, alternate locations may be utilized (e.g., gymnasium, larger classroom space,</p>	<p>Social distancing requirements can not be maintained in the classroom setting.</p> <p>Class sizes are small enough that social distancing requirements can be maintained when space is accessed by multiple groups and boundaries</p>	<ul style="list-style-type: none"> • Building Administrator • Physical Education Teacher • Paraprofessionals

	between groups during physical education classes as needed.	outdoors, tent, etc.). Avoid cohort mixing. Use physical materials to create boundaries between groups.	and/or designated areas are established.	
Physical Education: Disinfecting & Hygiene Protocol Establish protocol for limited sharing and frequent disinfecting of all physical education equipment.	Physical education class activities will either require no equipment or enough equipment will be available for all students to have their own (either school or home provided). All physical education equipment will be disinfected between each use.	Optimal Specifications No sharing of physical education equipment between students. Physical education equipment is disinfected between each use.		<ul style="list-style-type: none"> • Physical Education Teacher • Teachers • Paraprofessionals
Physical Education: Disinfecting & Hygiene Protocol Establish hand washing protocol to be implemented following all physical education classes.	Schools will adopt handwashing protocol to ensure that students and staff will always wash hands immediately after physical education class.	Optimal Specifications Students and staff will always wash hands immediately after physical education class.		<ul style="list-style-type: none"> • Teachers • Paraprofessionals
Recess/Playground: Schedule & Location Revise schedule and location for recess in accordance with new health and safety guidelines.	To begin the school year, recess will take place in the classroom. In the event that student movement within the building can be increased, schools will complete an inventory of other potential recess spaces (ie. gymnasium, larger classroom space, outdoors, tent, etc.) to ensure social distancing requirements can be maintained. Recess and playground schedules will be revised to allow time for staggered	Optimal Specifications All possible recess locations will maintain social distancing requirements. Recess schedules will be revised to allow time for staggering, disinfecting, etc.		<ul style="list-style-type: none"> • Building Administrator • Teachers • Paraprofessionals

	transitions, cleaning of equipment, etc.			
<p>Recess/Playground: Schedule & Location</p> <p>Determine impact of new policies and procedures on current schedules which are designed to meet IEP driven inclusion requirements for recess.</p>	<p>Schools will develop an IEP review process to determine if & how new policies & procedures impact current specifications regarding inclusion opportunities in special area setting (e.g., recess and playground time).</p>	<p>Optimal Specification Inclusion requirements in IEPs will be amended to reflect new policies and procedures.</p>		<ul style="list-style-type: none"> • District Administrators • Building Administrator • Sending district case managers/ CST
<p>Recess/Playground: Social Distancing</p> <p>Ensure social distancing requirements will be maintained during recess and on the playground.</p>	<p>When recess is held in the classroom, all social distancing requirements will be maintained.</p> <p>In the event that student movement within the building can be increased, specific recess areas will be designated for each class to avoid cohort mixing and ensure social distancing requirements.</p> <p>In the event that student movement within the building can be increased, schools will use cones, flags, tape, or other signs to create boundaries between groups as needed.</p>	<p>Optimal Specifications Students will have at least 6 feet of space between one another during recess in the classroom setting.</p> <p>Only one class accesses the playground areas at a time.</p> <p>Secondary Specifications If the 6 feet social distancing requirements can not be maintained in the classroom setting, alternate locations may be utilized (e.g., gymnasium, larger classroom space, outdoors, tent, etc.).</p> <p>Avoid cohort mixing.</p> <p>Use physical materials to create boundaries between groups.</p>	<p>Social distancing requirements can not be maintained in the classroom setting.</p> <p>Class sizes are small enough that social distancing requirements can be maintained when space is accessed by multiple groups and boundaries and/or designated areas are established.</p> <p>Playground schedule requires that classes be grouped in order to ensure equal access.</p>	<ul style="list-style-type: none"> • Building Administrator • Teachers • Paraprofessionals

<p>Recess/Playground: Disinfecting & Hygiene Protocol</p> <p>Establish protocol for limited sharing and frequent disinfecting of all recess equipment.</p>	<p>Recess activities which require no equipment will be encouraged (e.g., virtual movement videos, yoga exercises, mindfulness activities, etc.).</p> <p>Physical materials made available during recess in the classroom will be designated to individual students and disinfected between each use.</p> <p>Schools will develop frequent disinfecting protocols for playgrounds between each use.</p>	<p>Optimal Specifications No physical recess materials are utilized. No sharing of recess materials between students.</p> <p>Recess equipment/materials will be disinfected between each use.</p>		<ul style="list-style-type: none"> • Teachers • Paraprofessionals
<p>Recess/Playground: Disinfecting & Hygiene Protocol</p> <p>Establish hand washing protocol to be implemented following recess and playground time.</p>	<p>Schools will adopt handwashing protocol to ensure that students and staff will always wash hands immediately after recess and playground time.</p>	<p>Optimal Specifications Students and staff will always wash hands immediately after recess.</p>		<ul style="list-style-type: none"> • Teachers • Paraprofessionals
<p>Use of Gymnasium Limit use of the gymnasium for all purposes.</p>	<p>To begin the school year, the district will prohibit use of the gymnasium for purposes which extended beyond physical education class (ie. special events and earned free time- behavior reinforcement).</p> <p>In the event that student movement within the building can be increased, reinstating limited use of the gymnasium will be considered if all social distancing requirements can be maintained.</p>	<p>Optimal Specifications Prohibit use of the gymnasium for purposes which extend beyond physical education class.</p> <p>Secondary Specifications Allow limited use of the gymnasium if all social distancing requirements can be maintained.</p>	<p>Student movement within the building can be increased.</p>	<ul style="list-style-type: none"> • Building Administrator • Teachers • Paraprofessionals

RESTART & RECOVERY

#10. EXTRACURRICULAR ACTIVITIES AND USE OF FACILITIES OUTSIDE OF SCHOOL HOURS

All extracurricular activities must comply with applicable social distancing requirements and hygiene protocol. External community organizations that use school facilities must follow district guidance on health and safety protocols.

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7. Clear and accessible guidance for all stakeholders (language, no jargon).

SUBCOMMITTEE: #10

AREA: Extracurricular Activities and Use of Facilities Outside of School Hours

LEADERS: Holly Ehle, Sean Voorhis

MEMBERS: Cheryl Kavanagh, Tai Frazier

ISSUE	SOLUTION/TASKS	ALTERNATIVES FOR OPTIONS, OPTIMAL AND SECONDARY	CRITERIA TO ACCESS OPTIONS	PERSON/S RESPONSIBLE
<p>1. In-person field trips pose a threat to the health of our students and faculty.</p> <p>2. Travel Training</p>	<p>Optimal</p> <p>1. Propose cancelling all field trips and travel training until at least January 1, 2021.</p> <p>2. Provide opportunities for virtual field trips and travel training instruction.</p>	<p>1. No student walking is safe if maintaining a 6-foot social distance.</p> <p>2. If walking trips are necessary for select students, with appropriate PPE for both students and staff (masks, shields, gloves, etc) a second staff member is required for all</p>	<p>1. Separate parent permission for walking trips specific details of trip given current state of return to school.</p> <p>2. Technology to access virtual field trips and travel training instruction.</p>	<p>1. The Building Principal will make the final decision on all trips to leave the building.</p> <p>2. Opportunities for virtual field trips/travel training can be organized by</p>

		trips for safety. Distance maintained will be less than 6 feet. 3. No alternatives for travel training instruction unless done virtually.		classroom teachers and transition counselors.
Extracurricular large group gatherings will pose a threat to the health and safety of our students, staff and parents.	<p>Optimal</p> <p>1. Staff should participate in virtual-only professional development and meetings unless social distance can be maintained. - <u>Initial priority</u> for faculty Professional Development will be on COVID related information, as well as ongoing Distance Learning that may be needed in preparation for resurgence and potential re-closing. In addition staff will be required to complete state mandated annual PD. --Other PD as relates to specialized licenses may be considered with appropriate approvals as the school year progresses.</p> <p>2. Cancel assemblies for students.</p> <p>3. All in- person/ in building events, such as Back to School Night will be cancelled until further notice or until NJDOE and CDC guidelines change.</p>	<p>1. Independent study and or online courses.</p> <p>2. Assemblies can be held if done virtually or videotaped as a webinar that can be facilitated by teacher and or parent.</p> <p>3. Back to School Night and other events will be held virtually.</p>	<p>1. Availability and access to technology for staff, students and parents.</p> <p>2. Approval needed for any PD requiring release from work time and or a fee.</p>	<ul style="list-style-type: none"> ● Building Principals ● Director of Curriculum and Assessment ● Director of Special Projects ● Outreach Supervisor ● Superintendent
SBJC buildings and classrooms	<p>Optimal</p> <p>1. No outside use of classroom</p>	1. Have the leasor clean and	Cleaning conducted	The Building

<p>used by outside groups pose a threat to the health and safety of our staff and students unless district guidance on health and safety protocols are followed.</p>	<p>and school space.</p> <p>2. At Primetime, Felician, Moonachie, Carlstadt, Teaneck, So. Hackensack, etc. and any other non-SBJC primary building, there is no use of space used by SBJC beyond the school day.</p> <p>3. Alternate spaces explored for landlord use, such as rectory in Maywood, for CCD.</p>	<p>disinfect designated SBJC classrooms, common areas, such as bathrooms, kitchens, auditoriums, nurse office, gym, faculty room, etc following all non- SBJC events (e.g., CCD, Bingo, After-school program, etc.) according to CDC protocols and district guidelines.</p> <ul style="list-style-type: none"> ● Ideally areas are tagged by the cleaning person, and or taped is used to denote ready for use signage etc. verses relying on a person's routine answer "yes" when may not actually be known the cleaning is complete. ● Students are NOT able to be put in harm's way and participate in the cleaning tasks within the school building. ● Outside jobs as part of SLE or CBI could be considered provided single group student cohorts are maintained, social distancing is maintained, appropriate PPE is utilized by students and staff when these tasks are completed, all high frequency touch points and areas are cleaned and disinfected following use prior to another student and staff entering area. <p>2. SBJC's hired custodial staff cleans the utilized areas after school hours prior to the start of the school day (e.g., CCD on Sunday, staff comes in early</p>	<p>according to the specifications in CDC guidelines and district protocols.</p>	<p>Principal will be responsible for communication with the leasor regarding outside use, schedules and cleaning.</p>
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		Monday).		
<p>Community-based Instruction is specified in students' IEPs.</p> <p>How will students be participating in community-based instruction as specified in their IEPs?</p>	<p>Optimal</p> <p>1. Formalize the CBI committee that was established and trained 2019-2020 school year. Training provided by Boggs Center on Developmental Disabilities (Rutgers Robert Wood Johnson Medical School.)</p> <p>2. Use Curriculum tools currently modified and adapted to current guidelines for restrictions of community access. This curriculum provides problem-based activities to be completed within the school building.</p>	<p>1. Virtual CBI training and or videotape will be utilized for facilitation of instruction along with modeling of CBI skills. References utilized will include resources from Rutgers Boggs Center on Developmental Disabilities:</p> <ul style="list-style-type: none"> ● http://rwjms.rutgers.edu/departments_institutes/boggs_center/training/CBI.html ● http://rwjms.rutgers.edu/departments_institutes/boggs_center/training/Webinar_Archive.html#COVID19 <p>2. Garden and other areas of school can be considered for CBI and SLE provided social distancing is maintained, single cohorts of students are maintained at the same time, appropriate PPE is worn by students and staff, and areas are cleaned and disinfected following use by students and staff and prior to another group of students/staff entering area.</p> <p>3. New cultural events and activities planned need to maintain the acceptable standards of social distancing, single student group cohorts,</p>	<p>When it's not possible to recreate the CBI situation in the classroom, use our alternatives of Sub tasks components if not full tasks.</p>	<ul style="list-style-type: none"> ● 1 OT, PT, ST ● Transition ● Specialists ● Job Coaches ● Classroom Teachers ● Building Principals

		etc. just as any classroom instruction. Otherwise, needs to be conducted live via Google meets, or videotaped and recorded for facilitation by classroom instructors.		
<p>Transition Program: How are learning skills defined in their curriculum with limited access to work and community?</p> <p>Structured Learning Experience (SLE) Program</p> <p><u>20-21 STARS Program:</u> 26 students 19 staff (teachers and paras)</p> <p>Total: 45 occupants</p>	<p>Optimal</p> <p>1. Transition Team: Collaborate with job coaches, counselors and the transition teachers to develop curriculum adaptations with exclusive use of three training centers at SBJC Lodi MS/HS. Due to the number of students and staff, optimally, a 4th room is warranted. This room needs to be equipped with computers for virtual learning, functional academics, independent living skills, employability skills as mandated by students' IEPs.</p> <p>2. Follow <i>The Transitions Curriculum</i> from James Stanfield Company. (Personal, Career and Life Management)</p> <p>3. Exclusive use of 3 Training Centers for Transition program + 4th class.</p>	<p>1. Develop a hybrid schedule for our transition students that alleviates the issue of overcrowding classrooms.</p> <ul style="list-style-type: none"> Optimally, all SBJC students would have SOME in seat instruction in the building. Any student group targeted for virtual only instruction could be at a disadvantage and thought to be unfairly targeted. Justification needs approval by administration and parents. If appropriate social distance space cannot be maintained; rotational use of classroom space with building instruction is preferred over 100% virtual instruction. This is until state and CDC guidelines change allowing greater freedom of movements in community. <p>(Parent preference for remote/distance learning due to students' personal medical situation will be taken into account. Adjustments will be</p>	<p>It's not possible to have the training centers, then need access to rooms equipped to provide life skills instruction.</p> <p>Mobile technology such as tablets, Chromebooks, etc. Cleaning / disinfecting and in between users will follow designated protocols and be tagged clean, when ready for use.</p>	<ul style="list-style-type: none"> OT/PT/ST Transition Specialists Job Coaches Classroom Teachers Building Principals Parents

		<p>made and adhered to.)</p> <p>2. Develop activities replicating the work students would be completing at job-sites.</p> <p>3. If all students are present, develop a schedule for all students to maintain social distancing in the classroom locations available.</p> <p>4. Garden and other areas of school can be considered for CBI and SLE provided social distancing is maintained, single cohorts of students are maintained at the same time, appropriate PPE is worn by students and staff, and areas are cleaned and disinfected following use by students and staff.</p>		
Interscholastic Sports	<p>Optimal Put on hold our interscholastic program until January 1, 2021, with further guidance is provided.</p> <ul style="list-style-type: none"> • Use this time to hire coaching staff. • Use this time for coaches to complete training as required by NJSIAA and NFHS. 	<p>1. None: No team established would be a cohort class. Teams established most likely would be a mixed group of students.</p> <p>2. When cohorts are allowed to be mixed, then a team could be established. Team can practice in preparation for a season only through practice of maintaining social distancing (e.g., conditioning only). Coaches wear masks, however participants do not wear due to physical exertion requirements.</p>	Is aligned with NJSIAA and NFHS.	<ul style="list-style-type: none"> • SBJC Athletic Coordinator • Building Principal • Superintendent

		3. Ongoing monitoring of guidelines will determine the possibility of participation in Winter and or Spring athletic teams.		
Extracurricular Club/Activities	Optimal Put on hold all extracurricular clubs and activities for students and staff that take place during and after school hours (Chess, YearBook, Student Council, Newsletter, Wellness Yoga and Meditation).	Conduct extracurricular clubs and activities virtually, as possible.	Technology that allows for the club and activities to be run virtually via student's computer or device (e.g., virtual chess club via Google Meet and Chess app).	<ul style="list-style-type: none"> ● Building Principal ● Club Advisor

RESTART & RECOVERY

ACADEMIC, SOCIAL, AND BEHAVIORAL SUPPORTS

INTRODUCTION

Ensuring staff and students' physical health and safety is only the first step to optimizing conditions for learning. The remainder of this section describes academic, social, behavioral supports that the South Bergen Jointure Commission will implement upon the reopening of schools to unlock educator capacity to teach and student capacity to learn.

A. SOCIAL EMOTIONAL LEARNING (SEL) AND SCHOOL CULTURE AND CLIMATE

The South Bergen Jointure Commission understands the important role of climate and culture, more specifically, social and emotional learning (SEL) and how critical it is in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning.

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

EXPLANATION

Upon the reopening of school, the SBJC will utilize its existing behavioral and counseling department to provide social emotional learning (SEL) support to students, families and staff. This department will continue to provide in-district support through the integration of SEL curriculum and programs, as well as collaborate with other out-of-district resources and local agencies. These supports will address:

- Educator Well-Being
- Trauma-Informed Social and Emotional Learning
- School Culture and Climate
- Utilizing the Strengths of Staff

These supports will be assessed on an ongoing basis and the services provided by this department will be refined and enhanced as needed.

B. MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

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

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

EXPLANATION

The student population of the SBJC is fully special education, therefore the district does not implement the I&RS process or a formal Multi-Tiered Systems of Support (MTSS).

While we do not implement a formal MTSS, the district does utilize the underlying concepts of traditional MTSS as we work to ensure that all students are provided with the appropriate level of support and intervention in the classroom. Upon the reopening of school, all instruction (both in-person and virtual) will continue to be highly individualized based on each student's Individualized Education Plan (IEP).

C. WRAPAROUND SUPPORTS

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

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

EXPLANATION

The SBJC will develop a well-trained, collaborative team of staff members that will be responsible for determining student and family needs, coordinating services, and providing additional resources to the students and families. Wraparound services this team may explore include: mental health support, primary health and dental care, family engagement, expanded before-school and after-school and summer learning time, and mentoring

D. FOOD SERVICE AND DISTRIBUTION

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

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

EXPLANATION

The SBJC has developed specific protocols related to the provision of food service and distribution upon the reopening of schools. These protocols can be viewed in the [section titled #8 Meals](#).

E. QUALITY CHILD CARE

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

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

EXPLANATION

Currently, the SBJC does not offer any child care services or contract with any licensed child care providers. While the district does not offer these services, we recognize that upon the reopening of schools the number of families requiring child care may increase. The district will support this need by offering a list of local, licensed child care programs.

RESTART & RECOVERY

LEADERSHIP AND PLANNING: COMMITTEES

INTRODUCTION

In addition to developing District Restart Committees and Pandemic Response Teams, the South Bergen Jointure Commission created subcommittees that focused on establishing district-level procedures for the 10 critical areas. Members of each committee and team can be found on the subsequent pages.

	DISTRICT RESTART COMMITTEE	CRITICAL AREA SUBCOMMITTEES	PANDEMIC RESPONSE TEAMS
FUNCTION	Coordinate the overall reopening plan.	Responsible for developing individual critical area plans.	School-based to centralize, expedite, and implement COVID-19-related decision-making.
MEMBERS	District-Level Administrators School-Level Administrators School Board Members LEA Representatives Educators Parents	District-Level Administrators School-Level Administrators LEA Representatives Educators Parents	Administrator/Liaison Educators Parents

RESTART & RECOVERY

DISTRICT RESTART COMMITTEE

Adjusting the school environment to ensure the health and safety of students and staff will require a great deal of planning. School districts should create Restart Committees to coordinate the overall reopening plan. These Committees should include district- and school-level administrators, school board members or charter trustees, local education association representatives, educators, parents, and students. The Restart Committee should work closely with school Pandemic Response Teams, health departments, and others in municipal and county government to develop district plans that address the ten Critical Areas of Operation.

DISTRICT-LEVEL ADMINISTRATORS

Michael Kuchar, *Superintendent of Schools*
Susan Cucciniello, *Business Administrator*
Ken Sheldon, *Assistant Business Administrator*
Ashley Vaughan, *Director of Curriculum and Assessment*
Chris Hughes, *Director of Special Projects*
Reji George, *Supervisor of Paraprofessionals and Nursing*
Edwin Flores, *Technology Coordinator*
Shane Miller, *Special Projects Coordinator*
Karen Senario, *Transportation Coordinator*

SCHOOL-LEVEL ADMINISTRATORS

Holly Ehle, *Principal*
Lorraine Rake, *Principal*
Lauren Rosicki, *Principal*
Scott Rossig, *Principal*

SCHOOL BOARD MEMBERS

Nick Cipriano, *Board President*
Matthew Helfant, *Board Vice President*
Giovanni Giacapro, *Board Member*

LEA REPRESENTATIVES

Sean Voorhis, *Teacher and LEA President*
Sandra Balestrieri, *Teacher and LEA Vice President*

FACULTY & STAFF

Marie Bridge, *Nurse*
Karen Domingues, *Teacher*
Christine McLeod, *Behaviorist*
Mark Raum, *Physical Therapist*
Amber Doran, *Paraprofessional*

PARENTS

Elizabeth Forte, *PTO President/Parent*
Stephanie McGowan, *Community Member/Parent*

STUDENTS

Students will be added to school-level Pandemic Response Teams as deemed necessary.

RESTART & RECOVERY

CRITICAL AREA SUBCOMMITTEES

#1. GENERAL HEALTH AND SAFETY GUIDELINES

Leader: Ashley Vaughan

Members: Antoinette Tobia, Jeffrey McGowan, Cristine Potter, Julie Callaghan, Sarah Brandon-Grable, Amina Hafi, William Thomas, Elizabeth Forte, Elena Paredes

#2. CLASSROOMS, TESTING, AND THERAPY ROOMS

Leader: Scott Rossig

Members: Karen Domingues, Mark Raum, Claudia Balestier, Ellen Kriley, Lyzzette Grassi, Dania Morris, Nardine Salama, Jason Bernath, Lisa Russo, Jacqueline Cormier, Stephanie Loibl, Erica King, Samantha Blanco Galvin, Jaclyn Lynyak, Deborah Chillelli-Boru, Danielle Trancucci, Kimberly Bohichik, Elena Rubilova, Yandreily Arroyo, Ruchika Vasisht, Kristin and Joe Checchi, Emily Maksoud

#3 TRANSPORTATION

Leaders: Chris Hughes, Karen Senario

Members: Heather Auerbach, Rhonda Collazo, Melissa Tocci, Melissa Fontana, Valerie Simber

#4. STUDENT FLOW, ENTRY, EXIT, AND COMMON AREAS

Leader: Lauren Rosicki

Members: Amber Doran, Bari-Sue Douglas, Sheryl Duren, Abhishake Shah, Kathy Tennant, Jennifer Jaslow, Adrienne DelRosso, Carl Kline, Randi Schmidt, Jill Hagen, Nicole Bevacqua

#5. SCREENING, PPE, AND RESPONSE TO STUDENTS AND STAFF PRESENTING SYMPTOMS & #6. CONTACT TRACING

Leader: Reji George, Marie Bridge

Members: Joy Segreto, Laura Sgalia, Tracey Ismailovski, Sarah-Ann Rizzolo, Dora Weiss, Anna Segelbacher, Janet Quagliero, Virginia Squeo

#7. FACILITIES CLEANING PRACTICES

Leader: Ken Sheldon, Lorraine Rake, Edwin Flores

Members: Robert Neilley, Christine McLeod, John Picini, Theresa Gallagher, Elizabeth Beck

#8. MEALS

Leader: Sue Cucciniello

Members: Judi White, Sarah Bossio, Lauren Hickey, Jill Frangione

#9. RECESS/PHYSICAL EDUCATION

Leaders: Ashley Vaughan

Members: Sandra Balestrieri, Mary Payoczkowski, Rosaria Licata, Marisol Campillo, Paula Hill

#10. FIELD TRIPS, EXTRACURRICULAR ACTIVITIES & USE OF FACILITIES OUTSIDE OF SCHOOL HOURS

Leader: Holly Ehle

Members: Sean Voorhis, Cheryl Kavanagh, Tai Frazier

RESTART & RECOVERY

PANDEMIC RESPONSE TEAMS

The SBJC established school-based Pandemic Response Teams in each school to centralize, expedite, and implement COVID-19-related decision-making. Each school team should have a liaison that reports to district-level administrators to ensure coordinated actions across the district.

Pandemic Response Team are 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 COVID19 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.

MAYWOOD: PANDEMIC RESPONSE TEAM

Administrator/Liaison	Lauren Rosicki
Educators	Sean Voorhis, Danielle Trancucci, Rosaria Licata, Melissa Chrisafis, Lauren Hickey, Sandra Balestrieri, Jill Hagen, Randi Schmidt, Kelly Palmieri
Therapists/Related Services	Paula Hill, Kathy Tennant, Jacqueline Cormier, Erica King, Bari-Sue Douglas
Paraprofessional	Amber Doran, Jaclyn Lynyak
Parents	William Thomas and Yandreilly Arroyo

LODI: PANDEMIC RESPONSE TEAM

Administrator/Liaison	Scott Rossig
Educators	Tracey Ismailovski, Sarah Bossio, Nicole Bevacqua, Adam Reap, Lyzzette Grassi, Joe Marszalek, Tai Frazier, Antoinette Tobia, Mary Payoczkowski
Paraprofessionals	Stephanie Loibl, Mike Fenner
Therapists/Related Services	Mark Raum, Brynn Baumann, Cheryl Lupica, Claudia Balestier
Nurse	Marie Bridge
Parents	Elizabeth Forte

PRIME TIME: PANDEMIC RESPONSE TEAM

Administrator/Liaison	Lorraine Rake
Secretary	Janet Qualiero
Educators	Jeff McGowan, Marisol Campillo, Melissa Tocci, Jill Fragione, Sarah Ann Rizzolo,
Therapists/Related Services	Terri Gallagher, Kimberly Bohichik
Nurse	Laura Sgalia,
Paraprofessionals	Abhi Shah, Dora Weiss, John Picini, Adrienne DelRosso
Parents	Sarah Brandon-Grable, Ruchika Vasisht, Amini Hafi

FELICIAN ANNEX/CARLSTADT: PANDEMIC RESPONSE TEAM

Administrator/Liaison	Lorraine Rake
Educators	Crissy Potter, Karen Domingues, Samantha Blanco-Galvin, Dania Morris
Therapists/Related Services	Lisa Russo
Paraprofessional	Elizabeth Beck

MOONACHIE: PANDEMIC RESPONSE TEAM

Administrator/Liaison	Holly Ehle
Educators	Alison Bullaro, Jennifer Winand
Therapists/Related Services	Julie Callaghan, Julia Scozzafava, Betty Van Benschoten, Cheryl Vorisek
Paraprofessionals	Lizette Corrales, Barbara Catherina, Rita Catania-Panebianco,
Parents	William Thomas and Yandreilly Arroyo

SOUTH HACKENSACK: PANDEMIC RESPONSE TEAM

Administrator/Liaison	Holly Ehle
Educators	Leslie Lang
Therapists/Related Services	Michelle Keim, Kristen Forsdahl, Megan Farrell-Ingham,
Paraprofessionals	Caitlin Larsen, Jamie Villegas, Kathy Carter, Karianne Kacperowski
Parent	Amy Wang

RESTART & RECOVERY

LEADERSHIP AND PLANNING: SCHEDULING

As outlined below, the SBJC reopening schedule has been organized into a series of four phases. The details of each phase are as follows:

<p>PHASE 1: September 8 to September 18</p> <ul style="list-style-type: none">• Full capacity.• Allow for virtual instruction for students opting out.• 4-hour session day for students.• Afternoon for staff: professional development/virtual learning.	<p>PHASE 2: September 21 to October 16</p> <ul style="list-style-type: none">• Full capacity.• Reassess schedule and make necessary modifications.• Increase in-person instruction to full days if possible based on data surrounding safety.
<p>PHASE 3: October 19 to November 25</p> <ul style="list-style-type: none">• Full capacity.• Reassess schedule and make necessary modifications.• Allow for parents who selected only virtual instruction to opt-in for in-person.• Full day.	<p>PHASE 4: November 30 to January 15</p> <ul style="list-style-type: none">• Full capacity.• Reassess schedule and make necessary modifications.• Allow for parents who selected only virtual instruction to opt-in for in-person.• Full day.

VARIABLES

The SBJC will continuously study data sources to make appropriate adjustments to our scheduling. Variables have the ability to affect our reopening schedule, including personnel availability and student attendance (in-person student totals vs. virtual student totals).

RESTART & RECOVERY

LEADERSHIP AND PLANNING: STAFFING

The South Bergen Jointure Commission will consider access and equity for all staff to ensure continuity of student learning. The SBJC’s plan and decision-making throughout the school year will consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.

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

Our plan identifies the roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.

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

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

MENTORING GUIDANCE

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

EDUCATOR EVALUATION GUIDANCE

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

CERTIFICATION

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

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

RESTART & RECOVERY

LEADERSHIP AND PLANNING: IN-PERSON AND HYBRID LEARNING ENVIRONMENTS: ROLES AND RESPONSIBILITIES

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

INSTRUCTIONAL STAFF

- Reinforce social distancing protocol with students and co-teacher or support staff.
- Limit group interactions to maintain safety.
- Support school building safety logistics (entering, exiting, restrooms, etc.).
- Become familiar with district online protocols and platforms.
- Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Provide regular feedback to students and families on expectations and progress.
- Set clear expectations for remote and in-person students.
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- Instruct and maintain good practice in digital citizenship for all students and staff.
- Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
- Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
- Limiting on-line activities for preschool students.

MENTOR TEACHERS

- Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
- Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
- Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
- Continue to maintain logs of mentoring contact.
- Mentor teachers should consider all health and safety measures when doing in-person observations.
- Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- Consider alternative methods for classroom observations and avoiding in-person contact where possible.

ADMINISTRATORS

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

- Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
- Provide time for staff collaboration and planning. Prioritize practical science and practical CTE areas for on-site opportunities.
- Prioritize vulnerable student groups for face-to-face instruction.
- Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
- Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
- Define and provide examples of high-quality instruction given context and resources available.
- Assess teacher, student, and parent needs regularly.
- Ensure students and parents receive necessary supports to ensure access to instruction.

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

EDUCATIONAL SERVICES STAFF MEMBERS

- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.
- Manage online platform for small groups of in-person students while teacher is remote.
- Assist with the development and implementation of adjusted schedules.
- Plan for the completion of course requests and scheduling (secondary school).
- Assist teachers with providing updates to students and families.
- Support embedding of SEL into lessons.
- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

SUPPORT STAFF/PARAPROFESSIONALS

- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- Pre-record read-alouds and videos around SEL activities and routines (grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.
- Provide real-time support during virtual sessions.
- Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.
- Family Workers will need to provide support to parents via virtual platforms (Pre-school).

SUBSTITUTES

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

RESTART & RECOVERY

LEADERSHIP AND PLANNING: EDUCATOR ROLES RELATED TO SCHOOL TECHNOLOGY NEEDS

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

- Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.
- Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
- To the extent possible, provide district one-to-one instructional devices and connectivity.
- Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/ passwords/organizational credentials).

STUDENT TEACHERS

To ensure student teachers are prepared to start supporting instruction on day one, the SBJC will:

- Train student teachers to use technology platforms.
- Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
- Survey assistant teachers to determine technology needs/ access (Pre-school).
- Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

Student teachers should:

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

ADDITIONAL STAFF CONCERNS

The SBJC will also be prepared to navigate additional staffing concerns and topics, including:

- Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.
- Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).
- Consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.
- Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
- Increase need for all staff to address student trauma, social emotional learning, and digital citizenship.

RESTART & RECOVERY

LEADERSHIP AND PLANNING: ATHLETICS

NJSIAA-SONJ INTERSCHOLASTIC UNIFIED SPORTS

The South Bergen Jointure Commission will postpone its plan to become members of the NJSIAA-SONJ Interscholastic Unified Sports to at least January 1, 2020. It will use this time period to:

1. Hire coaching staff for the three seasons of events
2. Complete coaches training as required by NJSIAA and NFHS
3. Inform parents of the SBJC's plans to be involved with this league

The SBJC has developed specific protocols related to extracurricular activities upon the reopening of schools. [These protocols can be viewed in section #10.](#)

RESTART & RECOVERY

POLICY AND FUNDING

The South Bergen Jointure Commission is 100% tuition based and is not eligible or in receipt of any federal, state or local funding. As a result of this, the district can not seek funding options being made available to traditional public schools such as:

- Elementary and Secondary School Emergency Relief Fund
- State School Aid

The South Bergen Jointure Commission will rely on the use of reserve accounts, transfers, and cash flow for fiscal planning.

PURCHASING

As a result of the COVID-19 pandemic, the South Bergen Jointure Commission has and will continue to purchase items not needed in the past (ie. personal protective equipment and cleaning supplies to sanitize facilities) and experience an increased demand for previously purchased goods and services (such as technology). The district continues to purchase items at a lower cost through established State contracts or cooperative purchasing consortiums when possible and abide by the provisions of the “Public Schools Contract Law,” N.J.S.A. 18A:18A-1 et seq.

USE OF RESERVE ACCOUNTS, TRANSFERS, AND CASHFLOW

To account for fiscal uncertainty with respect to possible disruptions in the receipt of anticipated revenues or unforeseen expenses, the South Bergen Jointure Commission will, to the greatest extent possible, consider making expenditures from various accounts or overbudgeted line items to meet unanticipated costs and manage cash flow. As the districts’ budgetary needs and priorities shift, it may need to reallocate planned expenditures across different line item appropriations. The school district shall apply for the approval from the Commissioner of Education prior to performing certain budget actions, such as withdrawing from the emergency reserve or making transfers that cumulatively exceed ten percent of the amount originally budgeted, if necessary.

COSTS AND CONTRACTING

The South Bergen Jointure Commission will follow all New Jersey State laws and regulations applicable to local school districts for purchasing when procuring devices and connectivity or any technology related item.

RESTART & RECOVERY

CONTINUITY OF LEARNING

Ensuring the continuity of learning is critically important during this time of great stress for families, educators, and students. The move to a fully virtual learning environment happened quickly and created significant challenges for staff and students, particularly students already considered at-risk prior to the pandemic. The SBJC will work closely with its stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are in need of in-person instruction.

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

RESTART & RECOVERY

CONTINUITY OF LEARNING: ENSURING THE DELIVERY OF SPECIAL EDUCATION AND RELATED SERVICES TO STUDENTS WITH DISABILITIES

Under the federal Individuals with Disabilities Education Act (IDEA) and New Jersey state special education regulations, students with disabilities are entitled to special education and related services, such as accommodations and modifications to instruction, speech-language services, occupational therapy (OT), physical therapy (PT), and counseling.

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

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

Specific strategies and considerations for students with disabilities must be critical points of discussion for every return-to-school scenario. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:

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

RESTART & RECOVERY

CONTINUITY OF LEARNING: TECHNOLOGY AND CONNECTIVITY

The SBJC will strive to ensure that every student has access to a device and internet connectivity. We will prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, we have included in our reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.

The SBJC has:

- Conducted a needs assessment in the 2019-2020 school year, and will conduct a second prior to the start of the 2020-2021 school year.
- Considered the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.
- Prioritized the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.
- For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.
- In the event that the 140 Chromebooks do not arrive prior to our September 8 start date, the SBJC will repurpose the 250 new Samsung Galaxy tablets for student use (ordered are additional keyboards and mice to work with the devices).
- In addition to our initial needs assessment at the start of the 2020-2021 school year, the SBJC will continuously ask teachers to monitor student activity and to direct any concerns to the IT Department within a 24-hour time period.

DEVICES

Chromebooks	132 in use (78 staff; 50 students) + 140 on backorder
iPads (LTEs)	22 (13 staff; 9 students)
iPads (wifi)	266
Tablets	250 Samsung Galaxy Tablets 118 Samsung Galaxy Tablets (running Catalyst)
Desktop Computers	180
Hotspots	50
Total Devices	1108 (not including hotspots)

RESTART & RECOVERY

CONTINUITY OF LEARNING: CURRICULUM, INSTRUCTION AND ASSESSMENTS

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

The South Bergen Jointure's reopening plan was built upon the following critical tenants:

- All students deserve equitable access to a high-quality education. The type of learning experiences that are appropriate will vary based on grade band and content area.
- This unique time provides opportunities for innovation: new approaches to customized learning and new types of partnerships with family members, caregivers, and community stakeholders.
- Strong instruction, student engagement, and effective assessment are interdependent and benefit from a strong feedback loop between administration, educators, students, and families.
- Anxiety may be reduced by developing a shared sense of purpose, providing clear expectations and comprehensive support systems, building strong relationships, and allowing for flexibility/adaptability.
- Thoughtful planning is necessary to provide necessary support for instructional shifts. Approach digital technologies with the flexibility necessary to maximize student learning and enhance communication pathways, and foster an effective partnership approach with family members and caregivers.
- Early collaboration between educators is encouraged to ensure consistency across grades and content areas and provide sufficient time to prepare for necessary incorporation of new instructional techniques.

CURRICULUM

As we plan to enter the 2020-2021 school year, educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures. This loss includes not only the skills necessary to access grade-level material, but also content knowledge. To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed. Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate support necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

INSTRUCTION

As the SBJC prepares for the upcoming school year we will work to develop instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members.

In developing it's instructional plan, the SBJC has considered the following:

- Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments and expectations for interactions to ensure all students have access to high-quality instruction.
- Design for student engagement and foster student ownership of learning.
- Develop students' meta-cognition.
- Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.
- Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels. Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.

ASSESSMENT

In regards to assessment, the SBJC has considered the following:

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

RESTART & RECOVERY

CONTINUITY OF LEARNING: PROFESSIONAL LEARNING

The South Bergen Jointure Commission believes it is imperative to provide professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences. The SBJC will focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.

PROFESSIONAL LEARNING OPPORTUNITIES

Professional learning opportunities will be:

- Presented prior to the beginning of the year
- Presented throughout the school year
- Presented in order to grow each educator’s professional capacity to deliver developmentally appropriate, standards-based instruction remotely
- Presented to include the input and collaboration of stakeholders, including all staff, parents, and community members

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

MENTORING & INDUCTION

- Induction must be provided for all novice provisional teachers and teachers new to the district.
- One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
- Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
- Mentoring must be provided in both a hybrid and fully remote learning environment.
- Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

EVALUATION

- School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
- School districts should develop observation schedules with a hybrid model in mind.
- School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
- School districts should consider the School Improvement Panel’s (SciP) role in informing professional learning, mentoring, and other evaluation-related activities.
- School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

RESTART & RECOVERY

CONTINUITY OF LEARNING: CAREER AND TECHNICAL EDUCATION (CTE)

The SBJC is making use of the guiding principles established by the Office of Career Readiness to make informed decisions about how, when, and to what extent career and technical education can be safely offered.

GUIDING PRINCIPLES

1. It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.
2. The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.

QUALITY CTE PROGRAMS

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

WORK-BASED LEARNING

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

CAREER ADVISEMENT AND DEVELOPMENT

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

CTE RECRUITMENT AND RETENTION

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

FUNDING TO SUPPORT CTE PROGRAMS

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

RESTART & RECOVERY

CONTINUITY OF LEARNING: FULL-TIME REMOTE LEARNING

PARENT OPTION TO OPT STUDENT OUT

The following protocol was put into place regarding the parents' option to opt their student out of in-person learning:

- August 5: Parents/guardians received communication from the Superintendent of Schools regarding the current schedule and calendar for the 2020-2021 school year, with mention of the option for parents to opt their student out for virtual learning only. Letter added to appendix.
- August 11: Parents/guardians received an email from their student's SBJC Principal with instructions on selecting the opt out of in-person option. Parents were provided a digital form to submit their opt-out decision. Parents were also informed that they will have the option to opt their student back in for in-person starting at Phase 3 (October 19) and again in Phase 4 (November 30). Letter added to appendix.

REVERTING TO DISTANCE LEARNING

- The SBJC will revert to using our Distance Learning Plan full-time district-wide upon guidance by the local Department of Health, the state Department of Health, orders by the Governor, or when any data demonstrates that a safe educational environment cannot occur.

TO VIEW OUR DISTANCE LEARNING PLAN 3RD EDITION, [CLICK HERE.](#)

RESTART & RECOVERY

APPENDIX: COMMUNICATION & ESSENTIAL PERSONNEL

COMMUNICATION

In order to communicate with all stakeholders (students, parents, staff, community members and local dignitaries) we will utilize the following means of communication (English and Spanish):

- Website & Website Alerts (<https://www.njsbjc.org>)
- Community Updates
- Email Blasts (Global Connect)
- Phone Blasts (Global Connect)
 - Twitter: @wearethesbjc
- Facebook: [Facebook.com/wearethesbjc](https://www.facebook.com/wearethesbjc)
- Instagram: [Instagram.com/wearethesbjc](https://www.instagram.com/wearethesbjc)
- Community Postings (School Billboards)
- Traditional
- Paper Notices

ESSENTIAL PERSONNEL

Central Office/Superintendent's Office

Dr. Michael Kuchar, *Superintendent*
Ashley Vaughan, *Director of Curriculum and Assessment*
Susan Cucciniello, *School Business Administrator/Board Secretary*
Dr. Chris Hughes, *Director of Outreach Services*
(*OT, PT, Speech, Behaviorist*)
Dr. Reji George, *Supervisor of Nursing Services/Paraprofessionals/*
504/FMLA Coordinator
Suzanne Owens, *Administrative Assistant to the Superintendent*
Shane Miller, *Special Projects/Communications*

Superintendent's Office/Building Level Essential Personnel

Lorraine Rake, *Principal of Primetime East Rutherford (Carlstadt, Felician)*
Janet Quagliero, *Secretary of Primetime East Rutherford (Carlstadt, Felician)*
Lauren Rosicki, *Principal of Maywood Campus*
Zersoa Sylvain, *Secretary of Maywood Campus*
Scott Rossig, *Principal of Lodi MS/HS*
Janinne Kelly, *Secretary of Lodi MS/HS*
Holly Ehle, *Principal of SBJC Annexes*

Central Office/Business Office

Susan Cucciniello, *School Business Administrator/Board Secretary*
Ken Sheldon, *Director of Facilities/Assistant Business Administrator*
Doreen Mondadori, *Administrative Assistant to Business Administrator/Facilities*
Barbara Wegorek, *Payroll Coordinator*

Business Office/Transportation

Susan Cucciniello, *School Business Administrator/Board Secretary*
Karen Senario, *Coordinator of School Transportation*
Heather Auerbach, *Transportation Assistant*
Rhonda Collazzo, *Transportation Assistant*

Business Office/Technology

Susan Cucciniello, *School Business Administrator/Board Secretary*
Edwin Flores, *Coordinator of Technology*
Robert Neilley, *Technology Assistant*

RESTART & RECOVERY

APPENDIX: PARENT LETTERS

- [Letter to Parents regarding Schedule and Calendar: August 5, 2020 \(in Spanish\)](#)
- [Letter to Staff regarding Schedule and Calendar: August 5, 2020](#)
- [Parent Selection of Remote/Virtual Learning for September 2020](#)