Allendale

SCHOOL DISTRICT
"A Tradition of Excellence"

Restart and Recovery Plan

Michael J. Barcadepone, Ed.D.
Superintendent of Schools

201-327-2020, Ext. 1306
mbarcadepone@allendalek8.com

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Vision/Expectations

The Allendale School District is committed to providing continuity in learning and instruction in all situations and circumstances. Over the years, the District has engaged in several professional learning opportunities regarding student wellness and social-emotional learning. We recognize that a re-entry plan will need to focus on academics as well as emotional wellness of staff and students. We feel equipped for this challenge. In addition we are fully equipped to use digital devices, along with specific digital learning platforms in a hybrid model and in the event that we need to close schools abruptly. We can simulate a learning day for students in all scenarios.

This plan pulls from previous experiences, research and best practices, and recommendations from online learning organizations. It includes important information that will be disseminated to parents and staff in the event of a health school closure and fully adheres to all recommendations and guidelines provided to us by the Department of Education.
The plan will ensure the safety and well-being of all staff and students. It outlines how we will maintain a safe environment and continue our students' academic progress, maintain a record of delivery of instructional services, assess learning loss and track student progress.

Community Presentation

https://docs.google.com/presentation/d/1FXjKxMJGzlA814WUnfFU2B-DvUFr7YbQ0YOCfJrhy28/edit?usp=sharing

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Introduction

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

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

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

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

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

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

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

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

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

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The Board of Education's Restart and Recovery Plan

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

      A.   Conditions for Learning;

      B.   Leadership and Planning;

      C.   Policy and Funding; and

      D.   Continuity of Learning.

A.   Conditions for Learning

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

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

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

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

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

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

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Leadership and Planning

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

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

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

1.   Establishing a Restart Committee

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

    b.   The Restart Committee should include school district and school-level administrators, members of the local Board of Education or Charter School Board of Trustees, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.

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c.   The Restart Committee should work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the District Plan. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board's Plan.

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

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

2.   Pandemic Response Teams

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

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

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

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

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

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

(1) School Principal or Lead Person;

(2) Teachers;

(3) Child Study Team member;

(4) School Counselor or mental health expert;

(5) Subject Area Chairperson/Director;

(6) School Nurse;

(7) Teachers representing each grade band served by the school district and school;

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(8)   School safety personnel;

(9)   Members of the School Safety Team;

(10)   Custodian; and

(11)   Parents.

g.   The Pandemic Response Team is responsible for:

(1)   Overseeing each school's implementation of the Plan, particularly health and safety measures, and

 providing safety and crisis leadership.

(2)   Adjusting or amending school health safety protocols as needed.

(3)   Providing staff with needed support and training.

(4)   Reviewing school level data regarding health and safety measures and the presence of COVID-19 and

        reporting that data to the district as required.

(5)   Developing and implementing procedures to foster and maintain safe and supportive school climates as

        necessitated by the challenges posed by COVID-19.

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

(7)   Creating pathways for community, family, and student voices to continuously inform the Team's

 decision-making.

h.   The Pandemic Response Team should meet regularly and provide the community with timely updates and any

changes to protocols.

3.   Scheduling

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

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

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

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

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

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

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

d.   The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in classroom receive instruction. School officials may:

(1)   Provide teachers common planning time.

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

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

faced.

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

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

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

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

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

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4. Staffing

    a. The school district should consider access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.

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

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

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

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

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

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

 (3)   Certification

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

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(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.

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

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

b.   Instructional staff should:

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

(2)   Limit group interactions to maintain safety.

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

(4)   Become familiar with district online protocols and platforms.

(5)   Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.

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

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

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

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

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

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

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

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

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

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

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c.   Mentor teachers should:

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

(2)   Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction

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

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

(5)   Continue to maintain logs of mentoring contact.

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

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

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

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

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

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

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

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

(5)   Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.

(6)   Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.

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

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

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

(10)   Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).

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

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

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

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

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

(16)   Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.

(17)   Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

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

e.   Educational services staff members should:

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

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

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

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

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

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

(7)   Support embedding of SEL into lessons.

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

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

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

 f. Support staff/paraprofessionals may:

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

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

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

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

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

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

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

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

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

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

g.   Substitutes

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

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

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

(4)   Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

6.   Educator Roles Related to School Technology Needs

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

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

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

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

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

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

(1)   Train student teachers to use technology platforms.

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

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

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

c.   Student teachers should

(1)   Obtain a substitute credential to gain the ability to support students without supervision as needed.

(2)   Lead small group instruction (in-person to help with social distancing).

(3)   Co-teach with cooperating teacher and maintain social distancing.

(4)   Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches

in-person.

(5)   Implement modifications or accommodations for students with special needs.

(6)   Facilitate one-to-one student support.

(7)   Lead small group instruction virtually while the classroom teacher teaches in-person.

(8)   Provide technical assistance and guidance to students and parents.

(9)   Develop online material or assignments.

(10)   Pre-record direct-instruction videos.

(11)   Facilitate student-centered group learning connecting remote and in-person students.

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

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

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

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

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

(5)   Increase need for all staff to address student trauma, social emotional learning, and digital citizenship.

C. Policy and Funding

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

1.   School Funding

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

(1)   Elementary and Secondary School Emergency Relief Fund;

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

(3)   State School Aid.

b.   School District Budgets

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

c.   School Funding

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

(1)   Purchasing

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

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

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

  (3) Costs and Contracting

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

D. Continuity of Learning

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

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

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

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

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

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

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

c.   The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:

(1)   Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.

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

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

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

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

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

2.   Technology and Connectivity

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

b.   Districts should:

 (1)   Conduct a needs assessment.

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

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

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

(a)   If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.

3.   Curriculum, Instruction, and Assessment

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

b.   School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.

c.   Virtual and Hybrid Learning Environment

(1)   Curriculum

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

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

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

(2)   Instruction

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

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

(i)   Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.)

and expectations for interactions to ensure all students have access to high-quality instruction.

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

(iii)   Develop students' meta-cognition.

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

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

(vi)   Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.

(3)   Assessment

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

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

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

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

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

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

4.   Professional Learning

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

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

c.   Professional learning opportunities should be:

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

(2)   Presented throughout the school year;

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

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

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

d.   Mentoring and Induction

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

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

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

(4)   Mentoring must be provided in both a hybrid and fully remote learning environment.

(5)   Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

e.   Evaluation

(1)   School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.

(2)   School districts should develop observation schedules with a hybrid model in mind.

(3)   School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.

(4)   School districts should consider the School Improvement Panel's (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities.

(5)   School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

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The Board of Education's Restart and Recovery Plan addresses four key topics as outlined below:

      A.   Conditions for Learning;

      B.   Leadership and Planning;

      C.   Policy and Funding; and

      D.   Continuity of Learning.

Conditions for Learning
(See pages 15-18 of state guidance **Critical Area of Operation #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.* _____ **Allendale plan:** See **Resources Operation # 1** for more information

General Health and Safety Guidelines – Anticipated Minimum Standards Incorporated into the Plan

1. In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:
   a. School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.
   b. School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.
   c. The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.
   d. The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.
   e. Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:
   f. Chronic lung disease or asthma (moderate to severe);
   g. Serious heart conditions;
   h. Immunocompromised;
   i. Severe obesity (body mass index, or BMI, of 40 or higher);
   j. Diabetes;
   k. Chronic kidney disease undergoing dialysis;
   l. Liver disease;
   m. Medically fragile students with Individualized Education Programs (IEPs);
   n. Students with complex disabilities with IEPs; or
   o. Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

- **Staying Home when Appropriate**
  - Actively encourage employees and students who are sick or who have recently had close contact with a person with COVID-19 to stay home.
  - Staff and students will stay home if they have tested positive for Covid-19.
  - Students will be affirmed symptom free prior to entrance to school.

- **Hand Hygiene and Respiratory Etiquette**
  - All staff will be required to wear District-provided masks, students will be required to wear their own mask, and disposable masks will be available for guests. Students and staff who cannot wear a mask due to medical reasons shall be provided accommodations as appropriate. Guests will be limited to an absolute minimum and must wear masks if entering the building.
  - Students and staff will wash hands frequently, specifically at set times and occurrences such as upon arrival, after using a bathroom, or sneezing and coughing. Cleaning will occur via bathrooms, sinks in rooms, and hand sanitizer stations.
- **Adequate Supplies**
  - Support healthy hygiene behaviors by providing adequate supplies, including soap, hand sanitizer, paper towels, tissues, disinfectant wipes, and cloth face coverings.

- **Signs and Messages**
  - Signs and messaging will be posted in hallways, classrooms, and bathrooms outlining hygiene procedures and other safety practices.
  - Announcements will be made via morning announcements and other District communication tools reinforcing procedures and safety practices.
  - Utilize videos, posters, and informational sheets as provided by the CDC.

- **Physical Distancing**

- ○ Students and staff will maintain physical distance of six (6) feet as frequently as possible. When this cannot occur, masks must be worn. Students will wear masks while in school.
- ○ All classrooms will be organized to ensure six (6) feet between students (schedules will accommodate half a class).
- ○ All parent meetings will be conducted virtually unless special accommodations need to be made.

- AM/PM student cohorts will be established in order to limit exposure, contact, and co-mingling between student groups and staff groups will be minimized. The Hilltop program will remain as a full-day, in-school program.

- The Allendale School District will provide virtual training to parents on protocols, and a recorded session will be posted on-line for continual reference.

- Substitutes will be required to take a District-approved on-line Coronavirus awareness training prior to working in any school.

- Face coverings will be defined as masks and gaiters, and shall cover a person's nose and mouth.

- Reasonable accommodations will be put into place for students and staff who are at higher risk for severe Covid-19 symptoms. A physicians' note, confirming the patient's high risk status, may be required.

- Medically fragile students and staff will be identified via Health Care Plans, 504 Plans, and/or medical records.

- Each school building will designate a room to isolate students who are ill and presenting with potential symptoms of Covid-19.

- Establishing and maintaining communication with local and state authorities to determine current mitigation levels in your community

- ○ Frequent communication with the Bergen County department of Health.
- ○ Monitor updates from the CDC
- ○ Updates from the New Jersey School Nurses Association

- Protecting and supporting staff and students who are at higher risk for severe illness such as providing options for telework and virtual learning
  - ○ Send out a bulletin to staff that if they feel they are in a high risk category they should notify their supervisor or School Nurse their assignments can be evaluated.

- Following CDC's Guidance for Schools and Childcare programs
  - ○ Monitoring federal, state and local updates

- Promoting behaviors that reduce spread
  - ○ Stay home when ill- Letter to school community about when to keep their children home
  - ○ (Temp above 100.0 F, sore throat, cough, body aches, chills, muscle aches,   shortness of breath, gastrointestinal upset,headache)

- Reasonable accommodations should be provided for individuals that the CDC identifies as having a higher risk for severe illness from Covid-19 such as:
  - ○ Older adults (65yo and older), individuals with disabilities, or serious underlying medical conditions
  - ○ Survey staff about any medical issues that may make them high risk and accommodate their role in the school? What type of assignments will they have? Remote teaching?

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Critical Area of Operation #2 Classroom 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.*

Allendale plan:

- **See Resources Operation # 2 for more information**

Classrooms, Testing, and Therapy Rooms – Anticipated Minimum Standards Incorporated into the Plan

1. Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.
2. When social distancing is difficult or impossible, face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
   a. Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
3. In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings can be removed while students are seated at desks, but should be worn when moving about the classroom.
4. All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.

5. Use of shared objects should be limited when possible or cleaned between use.
6. All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
7. School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
    a. In each classroom (for staff and older children who can safely use hand sanitizer).
    b. At entrances and exits of buildings.
    c. Near lunchrooms and toilets.
    d. Children ages five and younger should be supervised when using hand sanitizer.
    e. For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
8. School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
    a. If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

- Schools in the District will allow for physical distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. When physical distance is challenging, additional modifications should be considered, including using a physical barrier between student and teacher. All desks should face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.

- All instructional and non-instructional rooms in schools and district facilities must comply with physical distancing standards to the maximum extent practicable.
- Use of shared objects should be limited when possible and cleaned between use.
- Face coverings shall be worn at all times while indoors, unless directed otherwise. Face coverings shall be worn outdoors when 6 feet of distance between people cannot be guaranteed.
- The nurses' offices will be strictly for students and staff seeking medical treatment. Staff & students will not be allowed to use the restrooms in the nurses' offices unless medically necessary.
- Soft surface furniture will be removed from all classrooms, offices, testing spaces, and therapy rooms.
- Procedures for handwashing will be posted in bathrooms & classrooms with sinks.
- All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air will have a fresh air component, windows will be opened, if air conditioning is not provided (all classrooms currently have A/C), and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- Maintaining hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
  - In each classroom (for staff and older children who can safely use hand sanitizer).
  - At entrances and exits of buildings.
  - Children ages five and younger should be supervised when using hand sanitizer.
  - For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

Classroom Technology

- Students will be assigned individual devices.

- Shared laptops (Hive, Innovation Lab, STEM, Computer Lab, Integrated Arts) will not be utilized.

- Interactive flat panels will be used by staff only. Staff will be provided individual pens and wireless keyboards. Staff that will change rooms instead of students, must clean the interactive flat panel before leaving the room.

- Interactive flat panels will be sanitized nightly.

- Printing/Scanning/Copying will be limited to faculty and staff.

Therapy Rooms
Testing will utilize safety practices as much as possible.

- Assessor will sit six (6) feet away from the student (when possible) and will wear a mask. The student will also wear a mask.

- When students are done testing, surfaces will be sanitized before the next use.

- Plexi-glass barriers and face shields will be available for use.

(see pages 21-23 of state guidance)

Critical Area of Operation #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.*
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Allendale plan:

- **See [Resources Operation # 3](#) for more information**

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

- Transportation is not applicable for the general Allendale student population.

- For Special Education students who have transportation as a related service in their IEPs, this service will be provided by Region I and the Mahwah Public Schools.

- Student bus riders will be required to wear face coverings to the extent possible per the student's disability and/or health status.

- The District will work closely with the Region I transportation coordinator to ensure that appropriate protocols and practices are enforced by bus drivers and transportation company employees regarding those individuals wearing face coverings, and properly cleaning/disinfecting bus area surfaces; and students wearing face coverings, and maintaining social distancing.

- Special Education parents will be contacted to discuss the possibility of transporting their own child to and from school (via a parent/school contract) should this type of arrangement work for them.

(see pages 23-24 of [state guidance](#))

Critical Area of Operation #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.*

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Allendale plan:

- **See Resources Operation # 4 for more information**

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

- Parents and staff members will be required to complete a checklist of symptoms and criteria prior to entry into school buildings. All students will be assigned to a specific entrance door. Please see BOE Policy 1648.

- Students who do not have a completed checklist must enter through the main office and will receive a full medical screening by the school nurse.

- Visitors will be required to verbally answer screening questions prior to entering school buildings (No visitors will be allowed entrance unless absolutely necessary)

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- Persons who refuse to participate in the screening process may be denied access into the school buildings.
- AM/PM student cohorts will be established in order to limit exposure, contact, and co-mingling between students in each cohort will be minimized.
- Students will have separate entrances and exits to reduce contact, assigned by grade and classroom.
- Students will exit the building through the same door they enter.
- Students will be in homeroom groups for the day. Whenever possible, teachers, including special area teachers, will come to the classroom to provide instruction. When not possible, teachers will lead students to new classroom locations. Students will stay in line and will walk on one side of the hallway at Brookside and will use a one-way hallway formation at Hillside.
- Common areas will be cleaned at regular intervals during the day to reduce tactile contact.
- A schedule to limit access to hallways, lockers, and cubbies will be in effect.
- 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 will be strategically placed.
  - 6 foot markers will be place throughout the buildings:
    - Hallways every six feet.
    - At the front entrance to the buildings only, students will not be waiting on line this year. Therefore, as soon as they arrive, they immediately enter the assigned door with a checklist in hand.
    - Entrance to nurse's office

- Entrance to the main office.
  - All hallways will have dividing lines to ensure the separation of students.
  - When possible during the day, hallways will only be one way. Upon entrance and exit, hallways will only be one way. Marked arrows and maps will be provided to students and staff.
  - Students who do not have a checklist will be required to wait under a supervised tent near the front entrance on 6 foot markers while waiting for the school to conduct a full medical screening.
  - Signs will be posted at each entrance/exit reminding of six feet, mask wearing requirements, and hygiene protocols..
  - All students will be screened for mask compliance at door entrance.
- To the extent possible, students will remain in classrooms; staff will travel to classrooms when necessary.

(see pages 25-27 of state guidance)

Critical Area of Operation #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.*

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Allendale plan:

- **See Resources Operation # 5 for more information**

Anticipated Minimum Standards Incorporated into the Plan

1. The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:
   a. Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
   b. Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
   c. Results must be documented when signs/symptoms of COVID-19 are observed.
   d. Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.
2. The Board must adopt procedures for symptomatic staff and students, which shall include the following:
   a. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.
   b. If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
   c. The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:

      i.   Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.

     ii.   Following current Communicable Disease Service guidance for illness reporting.

   iii.   An adequate amount of PPE shall be available, accessible, and provided for use.\Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.

   iv.   Continuous monitoring of symptoms.

    v.   Re-admittance policies 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.

   vi.   Written protocols to address a positive case.

3. School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.

4. School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.

5. Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

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

6. Exceptions to requirements for face coverings shall be as follows:

    a. Doing so would inhibit the individual's health.

    b. The individual is in extreme heat outdoors.

    c. The individual is in water.

    d. A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.

    e. The student is under the age of two and could risk suffocation.

7. If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility may be denied.

- Teachers and staff will be required to wear a mask throughout the day.

- Students will be required to wear masks throughout the day.

- Medical gloves and face shields will be available for staff.

- Buildings have two nurses' offices that will allow for non-Covid-19 treatment and possible Covid-19 treatment allowing for students and staff with symptoms related to COVID-19 to be safely and respectfully isolated from others.

- Procedure for screening students and employees upon arrival for symptoms and history of exposure. See BOE Policy 1648.
  - Students will be pre-screened by parents prior to the start of the school day. Screening will entail formal paperwork identifying that the child has no symptoms of illness. Should the student come to school without formal paperwork, the child will be screened by the nurse (temperature, questioning to ensure no headache, cough, etc).
  - Teachers will self-screen prior to entering the building. If a teacher has a sign of illness, the teacher will inform the building principal. Teachers will not be allowed to have contact with others until cleared (quarantine or medical clearance)
  - Staff will do a self assessment of symptoms each morning and send to a google doc.
  - There will be a daily checklist completed each day by parents of students stating they are afebrile and asymptomatic prior to the start of the school day; those students who do not come in with documentation must be screened by the nurse.

- Procedures for symptomatic students or staff:
  - When a student or staff member presents to the health office with a report of any infectious disease symptoms (Temp above 100.0, cough, sore throat, shortness of breath, loss of taste or smell, chills, muscle aches,) they will be evaluated and triaged to ensure they are isolated if necessary.

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- - Appropriate PPE will be donned, student/staff member will be isolated in the far area of health office (at least 6 feet away from other visitors to the office) with curtain drawn.
  - Face covering should be in place. Parent or family member will be contacted and student/staff member escorted to their vehicle outside of the health office.
  - The Bergen County Health office will be contacted 201-634-2600 guidance and tracing recommendations will be followed.

- Student and/ or staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Follow current Communicable Disease Service Guidance for illness reporting.

- If the school district becomes aware that an individual who has spent time in a district facility tests positive for covid-19 district officials will immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
  - Use School Decision tree in CDC Interim Guidance of US K-12 Schools and Child Care Programs to Plan, Prepare and Respond to Corona Virus Disease

- COVID-19 related response for symptomatic students and staff:
  - Establishment of an isolation space - (Health Office B). Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
  - A secondary space has been established in each building to facilitate this - (Health Office B).
  - Supervision of students in those spaces will be accomplished using available assigned staff, incorporating safety practices such as masks (for both the potentially infected and the supervising adult), face shield and distancing.
  - Parents will be immediately contacted. After the student is picked up, the secondary location (Health office B) will be fully cleaned following Covid cleaning protocols Custodial Cleaning Manual.

○ Once the student or staff member with symptoms related to COVID-19 leaves the office. All areas of contact will be disinfected by the school nurse/and or custodian before future use.

○ The health office will provide a separate area for isolation surrounded by a curtain for privacy which allows for more than 6 feet of distance from other visitors to the office. Personal Protective equipment (PPE) will be donned by health care personnel during triage to well care or isolation area of the health office.

○ Health office congestion should be decreased by minimizing visits for minor ailments such as paper cuts or fatigue.

○ When the health office becomes congested a line will form outside of the health office with markings on the floor so visitors who are waiting are 6 feet apart.

○ Hand sanitizing dispensers available at entrance to the office should be utilized by visitors when entering and exiting the office or hand washing with soap in the health office bathroom.

● Follow current communicable disease service guidance for illness reporting

● Adequate amount of personal protective equipment (PPE) available, accessible and provided for use

● Methods to assist in contact tracing including records of groups/cohorts, assigned staff and daily attendance

● Continuous monitoring of symptoms

● Readmittance policies consistent with the Department of Health guidance and information for schools and Department of Health/Communicable Disease Services Quick reference guidance on Discontinuation of Transmission based precautions and home isolation for persons diagnosed With Covid-19

- Recommendation: For persons recovered from COVID-19 illness, CDC recommends that isolation be maintained for at least 10 days after illness onset and at least 3 days (72 hours) after recovery. Illness onset is defined as the date symptoms begin. Recovery is defined as resolution of fever without the use of fever-reducing medications with progressive improvement or resolution of other symptoms. Ideally, isolation should be maintained for this full period to the extent that it is practicable under rapidly changing circumstances.

- Recommendation/Intended Quad practice: Any student sent home from the nurse's office will be required to provide a medical clearance note prior to returning to school.

- Written protocols to address a positive case
    - Allendale Contact Tracing Procedure
    - See Covid-19 Screening Flow Chart from The California School Nurses Organization
    - Utilize School decision tree available in CDC guidelines

- Encourage parents to be on the alert for signs of illness in their children and to keep them home when they are sick.

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

- Students are required to wear face coverings unless doing so would inhibit the individual's health or a student's documented medical condition or disability as reflected in an IEP precludes the use of face covering.

(see pages 27-28 of state guidance)

Critical Area of Operation #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.*
- *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.*

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Allendale plan:

- **See Resources Operation # 6 for more information**

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

In the event of a positive diagnosis, the following steps will occur:
- The Allendale and Bergen County Health Departments have been and will continue to be collaborated, and engaged with District

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Administrations and school nurses regarding contact tracing policies and procedures, as well as to educate the broader school community on the importance of contact tracing.

- The Allendale Health Officer is participating in a Town hall meeting with the Superintendent and community.
- The district will follow procedures for contact tracing within the buildings. The school nurse will assist in this by coordinating information and providing necessary cohort information. Outside of building contact tracing is the responsibility of respective health departments. Allendale Contact Tracing Procedure
- A letter will be prepared for students and adults in contact with the infected person informing of the potential contact. (Similar to a lice letter). No personal information will be included in this letter, protecting all confidentiality.
- Students/teachers in classes with a confirmed positive diagnosis will utilize virtual instruction for 2 weeks. (more guidance from the Bergen County Health Department is necessary to identify the extent of quarteening)
- All school district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school district, will be provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease.
- Written protocols to address a positive case
  - See Covid-19 Screening Flow Chart from The California School Nurses Organization
  - Utilize School decision tree available in CDC guidelines

- All staff will be informed on procedures through PD the first day of school.

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(see pages 28-30 of state guidance)

Critical Area of Operation #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.*

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Allendale plan:

- **See Resources Operation # 7 for more information**

Anticipated Minimum Standards Incorporated into the Plan
1. School officials must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.
2. The Board's Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
    a. A schedule for increased routine cleaning and disinfection.
    b. Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. door knobs, light switches, classroom sink handles, countertops).
    c. Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
    d. Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:

    i.   Classroom desks and chairs;
    ii.   Lunchroom tables and chairs;
    iii.   Door handles and push plates;
    iv.   Handrails;
    v.   Kitchens and bathrooms;
    vi.   Light switches;
    vii.   Handles on equipment (e.g. athletic equipment);
    viii.   Buttons on vending machines and elevators;
    ix.   Shared telephones;
    x.   Shared desktops;
    xi.   Shared computer keyboards and mice;
    xii.   Drinking fountains; and
    xiii.   School bus seats and windows.

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

- A Custodial Cleaning Manual has been created, and will be used as a training tool for all custodial staff members prior to the return of the remaining staff and students to the buildings.
- Copies of this manual will be in each custodial supply room, and in Nurses' Offices, the Main Offices in each school building as well as in the Business and Superintendent's office.

- Allendale's custodial staff will continue to be assigned to two work shifts: 6:30am - 3:30pm, and 3:00pm - 11:00pm.
    - 8:30 AM student arrival
        - Fully cleaned
    - 8:30 AM - 11:30 AM
        - Ongoing wipedown of bathroom facilities and high touch points to include door knobs, light switches, sink handles,

countertops, hand rails, water fill stations.
- 11:35 AM - 12:20 PM
  - Electrostatic sprayers with EPA approved products.
- 12:30 PM - 3:30 PM
  - Ongoing wipedown of bathroom facilities and high touch points to include door knobs, light switches, sink handles, countertops, hand rails, water fill stations.
- 3:45 PM - 11:00 PM
  - Deep cleaning - Wipe down of desks, full cleaning of all bathrooms, electrostatic sprayers, and hydroxyl generators.

- During the first shift, custodians will focus on intermittent cleaning of high touch areas, e.g., student and staff bathrooms, door handles, water fill stations. Classroom areas will be wiped down where needed between the morning and afternoon sessions, and the electrostatic sprayers will be used to disinfect each classroom.

- Cleaning products used will be registered with the EPA and classified for residential use, including any disposable wipes available in each classroom to be used for a situation requiring immediate attention.

- Common areas, ie school entry points, hallways, will be cleaned at regular intervals multiple times during the day, including but not limited to:
  - Mid-session break
  - End of the day
  - When access is available throughout the day.

- The second shift custodians will focus on a deep cleaning of classrooms, including student desks, and full bathrooms, hallways, entryways and entry doors.

- Extra custodians will be assigned to both shifts, necessitating the District to seek contracted services to supplement the in house

staff.

- If a COVID- positive person is identified, the room(s) used by that person will be closed and not disinfected until 24 hours have passed as per CDC guidelines.

(see pages 30-31 of state guidance)

Critical Area of Operation #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.*

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Allendale plan:

- **See Resources Operation # 8 for more information**

Anticipated Minimum Standards Incorporated into the Plan
1. If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board's Plan, if applicable:
    a. Stagger times to allow for social distancing and clean and disinfect between groups.
    b. Discontinue family style, self-service, and buffet.
    c. Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.
    d. Space students at least six feet apart.

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

- There will be no onsite lunch periods, or cafeteria operations during the 2020-2021 school year. Arrangements will be made with Northern Highlands High School's Food Services provider to prepare lunches for any students eligible for free or reduced meals, with the cost of these meals borne by the Allendale Public Schools. Meals will be prepared for students in a 'grab and go' format. District custodians will deliver lunch to students' homes.

- There will be no lunch or snack periods permitted. Medically necessary snacks will be consumed in nurses' offices.

- Lunch will only occur in the Hilltop program, a special education self-contained setting, with lunches being provided by the students' parents.. Students will eat with their aide/teacher at a designated seat. All waste materials will be discarded in the trash and a custodian will wipe down the area. On fair weather days, an outdoor lunch will be encouraged.

- All students and staff must wash their hands before and immediately after completion of lunch.

- Teachers will be encouraged to bring a lunch, and will utilize the student cafeteria in each building to maintain social distancing.

(see page 31 of [state guidance](#))

Critical Area of Operation #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.*

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Allendale plan:

- **See Resources Operation # 9 for more information**

Anticipated Minimum Standards Incorporated into the Plan
1. The Board's Plan regarding recess and physical education should include protocols to address the following:
   a. Stagger recess, if necessary.
   b. If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
   c. The use of cones, flags, tape, or other signs to create boundaries between groups.
   d. A requirement that all individuals always wash hands immediately after outdoor playtime.
   e. Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.
   f. Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).
   g. Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.
      i. If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.
      ii. Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.
2. The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.
3. The school district will designate specific areas for each class during recess to avoid cohorts mixing.

- During the hybrid split schedule, there will be no recess.

- Physical education will be both in person and virtual. For in-person instruction, students will continue physical distancing. PE equipment will not be shared.

- Students will wash hands after PE.

- Weather permitting, PE classes will occur outside.

- Students are to wear comfortable clothing and safe footwear to school so they can participate in physical education classes without needing to change.

- Students will not change clothes for PE, so no locker room will be necessary.

(see pages 31-32 of state guidance)

Critical Area of Operation #10 Field Trips, Extra Curricular 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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Allendale plan:

- **See Resources Operation # 10 for more information**

Anticipated Minimum Standards Incorporated into the Plan

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1. The Board's Plan should adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.
2. The Board of Education requires any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.

- Field trips will be cancelled for the 2020-2021 year. Clubs and co-curricular activities will be evaluated on a case-by-case basis to ensure physical distancing/isolation. If appropriate medical safety considerations cannot be met, the club/activity will be cancelled.
- The rental of school facilities by any outside organization will not be allowed.

Academic, Social and Behavioral Supports

(see pages 32-39 of state guidance)

Educator Well-Being
- We have dedicated four (4) full staff days before students arrive. One ½ day will be dedicated to staff well being--processing events and re-establishing connections. Our Mental Health Professionals will provide this training. SEL will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning.
- The Pandemic Response teams will assess and provide preventative and intervention strategies as needed for staff well-being.

Trauma-Informed Social and Emotional Learning
- We have dedicated 4 full staff days before students arrive. One day will be dedicated to SEL and best practices in student wellness.
- We have a Wellness Committee in each school building which includes our Mental Health Professionals as well as teachers. These

committees will draw on well-established district goals and practices in SEL and transition these practices for a new normal.

- We have hired an additional Mental Health Professional and have a team to address all needs.
- Since our students will be in school for ½ day every day, we will be able to check in with students daily and assess needs.
- The District will look at Teaching Tolerance and draw from Trauma informed teaching resources.

School Culture and Climate
- Every effort will be made to ensure engagement and excitement for learning for students. While distance learning challenges this, virtual and hybrid activities can engage students and keep them involved in learning.
- Wellness activities will continue monthly as part of the school/district SEL program.
- Clear expectations for learning and behavior will be communicated to students and parents.

Utilizing the Strengths of Staff
- Utilizing a hybrid model entails reimagining staff responsibilities and expertise. Every effort will be made to emphasize specific strengths of staff to implement, enhance and manage student instruction. In addition, specific staff have expertise in health/wellness, specialized instruction, technology, etc. Whenever possible, these staff members will be scheduled to maximize their skills.

Multi-Tiered Systems of Support

(see pages 38 of state guidance)

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Universal Screening

All students will be administered the following assessments either in person or virtually:
- LINK it (grades 1-8)
- STAR (grades 1-8)
- STAR Early Literacy (K)
- CogAT (grades 3 and 5 and students new to the District)
- Teachers College Reading Assessment (Grades K-5 all students and Grades 6-8 students reading at or below grade level)

Collaborative Problem Solving Teams

Team members
- Academic Support Teachers/Interventionists
- Director of Curriculum and Instruction
- CST Chair
- ESL Teacher
- I&RS Chairs
- Reading Specialist

Family Engagement
- All academic intervention services will be delivered virtually. Teachers will progress as always and communicate regularly to parents. We utilize Individualized Student Improvement Plans each Trimester to document progress to parents.

Data-Based Decision Making
- Data team meets regularly to track student progress

Wraparound Supports

(see pages 39-43 of [state guidance])

Mental Health Supports
- Wellness teams are established at both schools in the district.
- School Counselors are available at both schools for counseling.
- Preventative measures will be implemented using the counselors to help children and adults learn coping strategies as well as for specific problem solving.

Primary Health and Dental Care- NA

Family Engagement
- Evening family series on various topics (e.g., wellness or technology) will be offered to support the home-school connection.
- Surveys shared on various topics (e.g., re-opening, school climate).
- Frequent communication from principals to inform parents of school events.
- BTV (student television show) will be available online for parents.
- Virtual training to parents on in-school hygiene, safety protocols, and related wellness issues.

Academic Enrichment/Expanded After-School Learning
- The District Innovation Department consisting of the STEM teacheology teacher, Library/Media Specialist and Enrichment teacher will provide extended learning opportunities for students to engage in concepts in a hands-on way.
- Identified gifted students will receive specialized instruction delivered by the Enrichment Specialist.

(see page 43 of state guidance)

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Food Service and Distribution
- No in-school lunch will be provided.

- Students who qualify for free and reduced lunches will have lunches delivered to the students in need by district custodians.

Quality Child Care
The district is working with community resources to provide child care services.

Leadership and Planning
Restart Committee ● The Restart Committee was developed by the BOE to develop plans for the new school year. The diverse committee includes the entire administrative staff, teachers, association representatives, CST representative, mental health representative, nurses, and community members including several medical practitioners. This group is tasked with creating the plan for reopening, including, but not limited to: safety protocols, procedures, instructional models, recommendations for training, and communications with parents and staff.
Pandemic Response Team **(see page 47 of state guidance)** ● The Pandemic Response Team consists of building principals, teachers representing several grade levels, a CST member, the school

nurse, and community representatives/parents. This group will oversee the implementation of the opening plan, adjust procedures/protocols as necessary, recommend training for staff, review data on health (both physical and social/emotional) for students and staff, and collect and disseminate information to staff and community.

Scheduling

(see pages 49-53 of [state guidance])

The hybrid plan allows for in-person instruction for half the day, and virtual instruction for the other half of the day, for a total school day of more than 4 hours. In-person instruction will focus on math, ELA, Science and Social Studies. Virtual instruction, which may be synchronous or asynchronous, will focus on the other areas of the NJ Core Curriculum Standards, including, but not limited to: Spanish, Arts and Music, PE, Technology and SEL. This model allows contact time between students and teachers as well as interactions between students and their peers.

- For students who do not take part in in-person instruction, a parallel virtual program will run. This program will follow the in-person guidelines and expectations.

- Attendance will be taken at the beginning of each in-person session. The District will uphold the 180-day school year requirement.

- ELL and Special Education instruction will be supported both in person and virtually. The teachers will be provided with PD to best utilize accessibility features and accommodation tools. The District will continue to ensure IEP and 504 students will receive appropriate supports.

- Specific accommodations may be implemented for students and staff who are medically fragile.

- In the event of school closure, students will follow their in-school schedule virtually. This will maintain instruction and continuity. For both in-person, hybrid, and virtual school days, the schedule allows for teachers to have their prep, lunch and when possible,

common planning time.

- For in-person instruction, classroom set up and instruction will emphasize physical distancing. Students will stay in their homeroom groups for all instruction during the day. Changing of rooms will be minimized, and if at all possible, eliminated. Students will not share any materials, including desks, books, learning implements, or tech devices during the day.

- Scheduling and instructional activities will follow CDC and state guidelines and best practices for safety and effectiveness in school.

Staffing

(see pages 54-57 of state guidance)

- Staff will have equal access to technology and support. The District will implement both preventive and supportive social emotional supports for teachers.

- Assignments will comply with all HIPAA and ADA laws. The local bargaining unit and legal counsel have been included in staffing guidelines.

- The priority for staffing assignments will be to place teachers in areas of competence and certification in an effort to ensure continuity of instruction irrespective of in-person, hybrid or virtual instruction. This will allow students to meet and exceed minimum requirements for learning set forth in the NJDOE regulations.

- The district will take into account NJDOE approved flexibilities with regard to mentoring and evaluation.

- Instructional and non-instructional staff can be assigned responsibilities to support physical distancing protocols, maintain safety,

support logistics, reinforce routines for behavior and learning, provide feedback to students and parents, support and provide feedback for remote learning, assess student progress and any other tasks needed to ensure the safety and instruction of students.

- New teachers will be assigned a mentor. The expectations of the mentor and the mentee will not change from past expectations. However, the vehicle for support may be adjusted to allow for flexibility in types of interactions. This will minimize in-person contact to ensure the safety of all staff.

- Administrators will continue to ensure the quality of learning through a variety of means. These include, but are not limited to: providing time and technology for collaboration, prioritizing instructional objectives for face-to-face instruction, assessing student, teacher and parent needs regularly, providing feedback to students and teachers as needed, informing parents of expectations and information, providing a structure for regular student assessment and reviewing these results regularly, creating and managing a schedule that emphasizes student learning, engagement and accountability, and mobilizing school and community resources to support students in need. To allow for this, administrators will lead PD sessions prior to the start of school to train teachers on protocols, technology, and instructional and social emotional best practices.

- Educational services staff will continue to provide instruction either in person or virtually, based on safety considerations and student needs. Paraprofessionals will do the same; this group will be guided by the case manager as to appropriate strategies for in-person, hybrid and virtual instruction.

- Substitutes will be trained commensurate with teachers as to District protocols for health and safety procedures. Whenever possible, the District will limit the number of different groups substitute teachers interact with. The District will develop contingency plans in case of teacher/staff absences. The District will also assess the need for additional supports in specific need areas such as nurses or counselors.

- Student teachers will still be accepted by the District. As always, their job will be to learn all aspects of teaching, including but not limited to hybrid and virtual learning strategies. Student teachers will follow health and safety protocols established by the

District.

Educator Roles Related to Technology Needs

(see pages 58-59 of state guidance)

Team Members
- District Technology Director
- Help Desk Technician
- Technology Coach
- Media Specialist

Connectivity and Accessibility
- All K-8 students will be assigned devices (Chromebooks)
- District will provide internet connectivity hotspots based on need
- District will coordinate with teachers any additional technology that may be needed for virtual instruction.

The District will make all efforts to accommodate staff members with specific needs related to looking at a screen for an extended period.

Policy and Funding (see pages 61-62 of state guidance)

Elementary and Secondary School Emergency Relief Fund (CARES)

The District has submitted and received approval for the CARES funding grant in the amount of $16,981. Budgeted expenditures include equipment for cleaning and sanitizing facilities, mobile hotspots to provide students with internet access, and instructional supplies to ensure students are not sharing supply items.

FEMA The District has begun the FEMA grant application, compiled expenditures incurred and has been working with a NJ FEMA representative to take advantage of this opportunity to receive a 75% reimbursement for out-of-pocket costs associated with the COVID pandemic.
State School Aid The District's 20-21 State Aid was reduced by $56,281 for the 20-21 fiscal year. Budgeted items will need to be re-evaluated and prioritized to make up for the shortfall.
Purchasing The District will use shared services, co-operative contracts, state contracts, and multiple quotes to obtain the best pricing for needed items. Purchases will be reviewed for necessity, and applicability to support changing curriculum and instruction needs, as well as to purchase the additional cleaning, sanitizing and PPE needs to fit the school environment as defined in this plan.
Use of Reserve Accounts, Transfers, and Cashflow While the District has a healthy level of reserves, it is not anticipated that those reserves will be used for expenditures at the current time. However, should the need arise, the District will look to its Maintenance Reserve to supply additional funds during the year. The 20-21 budget will be continuously reviewed and monitored, with needed funds transferred between accounts wherever possible. The District has a positive cashflow, which will be monitored more closely during this fiscal year.

Costs and Contracting

The District uses eRate funding to support broadband connectivity. It also participates in 8 different purchasing cooperatives including the Education Services Commission of New Jersey, and the Hunterdon County Education Services Commission, as well as local, county cooperatives.

Policy

The Allendale Board of Education has, and will continue to review and revise existing policies that may impact this plan. The Board will adopt Policy 1648 "Restart and Recovery Plan" and 1649 "Federal Families First Coronavirus COVID-19 Response Act with a first reading at its August meeting and final adoption in September 2020.

Continuity of Learning

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

(see page 74 of [state guidance](#))

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

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

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

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   c.   The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:

     (1)   Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.

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

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

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

     (5)   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.

<u>All Students with Individualized Education Plans</u>

- Students choosing to come to school for the hybrid model will receive 3 hours of in-person instruction and 3 hours of at-home instruction.

- Students with intensive educational needs who are serviced within a self-contained environment will receive up to 6 hours of in-person instruction.

- Students choosing to stay home for all-virtual instruction:
    - K-5 will have a dedicated teacher 3 hours of live instruction (resource pull-out and in class support) and 3 hours of independent work.
    - 6-8 will follow the same schedule as their hybrid model peers but from home for both resource pull-out and in-class support).
    - Students with intensive needs who are serviced in a self-contained classroom will have dedicated instruction for up to 6 hours per day.

Medically Fragile Students
- School Nurses will identify and reach out to students we believe could be medically fragile in regards to Covid.

- Nurses will work with 504 teams if students' needs and accommodations change for any new circumstances.

IEP teams
- Evaluate learning loss in relation to goals and objectives.

- Determine if students are eligible for compensatory services.

- Clear and consistent communications between school and home.

Assessment of Learning Loss
- Upon return to in-person schooling when buildings are reopened, the Child Study Team and administrators will form an assessment team. Assessment tools such as STAR Renaissance, Link it, Reading assessments (TC, F&P, DRA) will be administered to

all students with an IEP to gauge learning loss and plan for additional services and/or compensatory services.

Plan for Addressing Learning Loss

- Benchmarks will be established once all data is collected. Goals and objectives may be revised as needed to account for large-scale gaps. Students' individual needs will drive the decision for the percentage of time spent in synchronous and asynchronous learning.

- The Assessment Team will reassess in January and analyze data on learning loss and gains.

IEP Implementation:

During hybrid learning, lessons are developed using the goals and objectives from the student's IEP. All lessons include the modifications and accommodations from the student's IEP. Students who have a 1:1 or shared paraprofessional in their IEP are being supported by those individuals during in-person and at-home instruction learning sessions. Paraprofessionals provide prompting and academic support to ensure that students are engaged in both live and virtual sessions. Additional support for virtual learning will be provided by paraprofessionals as required by the students' IEP to the greatest extent possible.

- Support staff/paraprofessionals may:

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

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

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

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

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

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

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

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

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

- All related services will be provided either in person or virtually. During related services sessions, including speech, occupational therapy, physical therapy, counseling, and social skills sessions, the therapists are collecting data to monitor the progress of their students with their IEP goals and objectives. The related service providers are also in contact with case managers, teachers and/or parents in accordance with the frequency of their IEP sessions. Counselors and social workers are available in person, via phone, email, or videoconference sessions for consultative and direct support options for students. Staff will communicate with outside mental health providers as needed.

- The role of the Case Manager, as always, is to monitor the progress of the students' growth towards his or her goals and objectives and to provide support to the teacher and paraprofessional as needed. Case Managers will continue to communicate with the parents via phone or videoconference meetings to provide support and conduct any necessary meetings.   Case Managers for students in out-of-district placements are required to monitor the progress of those students in their learning programs. Case Managers will work collaboratively with teachers and therapists to assess needs for additional and/or compensatory services.

Virtual Meetings

- IEP meetings are being held remotely by either videoconferencing or conference telephone calls in accordance with the mandated IEP timelines. For students referred from Early Intervention, the case managers participate in the Transition Planning Conference (TPC) meetings virtually and schedule a virtual evaluation planning meeting with the parents. Attendance for all virtual IEP meetings is documented by identifying those in attendance at the videoconference or teleconference meeting and noting those individuals on the IEP attendance form.

Evaluations

- Case Managers shall facilitate the outstanding evaluations during school closure. All appropriate PPE, physical distancing and Covid-19 precautions shall be utilized.

- Case Managers will update/amend IEPs as needed as a result of the outstanding evaluations and other updated assessments to provide a meaningful education.

- Case Managers will facilitate any and all additional or compensatory services.

- Case Managers will continue to follow state mandated timelines.

Transportation
- Any students transported by bus shall follow physical distancing procedures (e.g., wearing a mask)

- Routine cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. door handles and seat belts).

- See additional protocols under the full Transportation section.

Learning Platforms
- Technology and Platforms will be evaluated for student learning.

- Ongoing PD for teachers.

Curriculum Instruction and Assessments

(see pages 76-81 of state guidance)

Equitable Access to High Quality Education

Technology and Connectivity
Every student will have access to a device and internet connectivity.

- Devices will be issued to each student K-8.
- Hot spots will be provided for students who do not have internet access.
- A technology needs assessment via a survey sent home to families regarding internet connectivity.
- Video tutorials are available for both student and parent training and acceptable use policy implementation.
- For students with special needs, accommodations according to their instructional program will be addressed as appropriate for each student.

Curriculum, Instruction, and Assessment
Our staff is equipped to deliver highly effective instruction in hybrid environments and we are prepared to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).

Our Plan is innovative and cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.

Virtual and Hybrid Learning Environment

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.
- Students choosing to come to school for the hybrid model will receive 3 hours of in-person instruction and 3 hours of at home instruction.

- Students choosing to stay home for all virtual instruction:
  - K-5 will have a dedicated teacher 3 hours of live instruction and 3 hours of independent work.
  - 6-8 will follow the same schedule as their hybrid model peers but from home.
- The academic environment for students choosing to stay home will mirror the academic environment for students in the hybrid environment - equal to minutes of live instruction (either in school or via teleconferences) and equal in minutes per subject area including special areas.

- 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 supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

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Instruction

- Instructional plans are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members and will be best suited to adapt to changing learning environments as may be necessary.

- Professional Development time before school begins will be dedicated to ensuring there is a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.

Innovation: New Approaches to Customized Learning
Our plan maximizes opportunities for student engagement and looks to foster student ownership of learning.

Using Technology for customized learning
- Utilize online resources to continue learning which are able to track progress between live-instruction and virtual learning: www.readtheory.org, www.readinga-z.com, www.castlelearning.com, www.freckle.com, www.getepic.com, www.ixl.com, www.splashlearn.com,

- Use Google Sites or RealTime to post assignments and assessments where students and families can keep track of online and in-class instruction.

Instructional Best Practices (examples inclusive of but not limited to)
- "I do, we do, you do" approach: "I do and we do" in school, students practicing "you do" at home.

- Online reader's and writer's notebooks for ELA: students can work in reader's and writer's notebooks at home after instruction.

- Flipped classroom approaches and video documentary "vlogging" to track student progress which will be kept in Google Drive.
- "Pre Teaching" approach (especially for Math/Science) and staggering how and when students are taught information--and reviewing it the following day.
  - Students can review their material beforehand with recorded material from the classroom teacher.
- An "online" homeroom will be available for students who are at home for health and or personal reasons during this time period.
- Students will receive all of their classes on a rotating basis online, following a regular class schedule.
- Differentiation: small group instruction can be done online and virtually. Students who are home can Zoom in to meet with students who are in person.
- Virtual Field Trips may be utilized to provide enrichment opportunities for students.
- Enrichment and optional challenges for extensions to hands-on learning at home.

Strong Instruction and Student Engagement
- Ongoing collaboration with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.
- Teachers will utilize blended learning pedagogy to ensure students are highly engaged in live and virtual instruction.
- At-home portions of the hybrid environment will be hands-on tasks whenever possible and students will have a direct link between in-person and virtual learning.
- Students will have opportunities (both virtually and in school) to demonstrate their understanding of content in projects based

learning that is highly motivating and engaging.

Examples (inclusive but not limited to)
- STEM and Design challenges started in school and executed at home.

- Art and Music projects started in school and executed at home.

Student Wellness
Every effort will be taken to ensure a hybrid environment is streamlined and expectations are clear.
- **Clarity of online work for hybrid model K-8:** Students will be able to access all of their work in a streamlined site that parents can access as well, so expectations are clear, which will prevent anxiety. A page (Google site or RealTime) will be developed for each grade level to create consistency among teachers and continuity for students.

- **Clarity of in-school work for hybrid model:** The schedule will be designed for as much predictability in the day as possible. Students will have a clear schedule with intention and purpose in their day.

- Clear and identified support systems available to students through the Tiered System of Emotional Support.
- Wellness Committees (composed of teachers/staff in both buildings) will continue to meet and create opportunities for students to address anxiety and provide students with resources to address their needs.

- Prior to returning to school, a questionnaire will be sent home to families to gauge student mental health and wellness. School mental health professionals will follow up with students and families with periodic wellness checks.

Planning for Instructional Shifts
- Digital technology creates room for flexibility by giving teachers opportunities to differentiate for their students.

- Technology will be utilized to enhance communication pathways by giving students a differentiated way to express their thinking

and track their ideas.

- Guides for teachers to implement new ideas into their classrooms will be provided for teachers to consult before and during planning.

- SmartBoards will be replaced with Promethean Boards so teachers have the capability to screen share with students who are at home.

Collaboration Between Educators
- Pandemic Response Committee and Return to Instruction Committees to foster communication and collaboration among teachers and administrators.

- Shared instructional plans across grade levels K-5.

- Four professional days prior to school to provide planning time and incorporation of new instructional strategies.

- Ongoing professional development on blended learning pedagogy.

Virtual and Hybrid Learning Environmental- Curriculum

Prioritize Critical Prerequisite Skills and Knowledge
- The Curriculum Director will provide teachers with a guide for core area teachers to address what standards are of utmost importance for teachers to address in their classroom.

- Curriculum Director and special area teachers will identify appropriate priority of standards to maximize during student instruction.

- Academic Support Teachers and District Data Team will support teachers in administering and analyzing formative and summative data to guide instruction.

- Students will focus on hands-on activities at home, and electives where we will honor choice, growth and differences.

Train Teachers to Evaluate Unfinished Learning and Provide Acceleration Support
- Academic Support Teachers will form an assessment team to assess all students for learning loss within the first 3 weeks of school.
  - Tools used: STAR, Link It, TC Reading Assessments
  - Academic Support Teachers will provide teachers with strategies to support Tier 1 students.
  - Tier 2 and 3 students will receive targeted intervention during the at-home portion of the school day (hybrid model).

- Professional development time will be utilized to give teachers access to resources.

- The Curriculum Director will work with teams to assess data and guide instruction.

- Acceleration and enrichment-based design challenges available to all students during the at-home portion of the school day (hybrid model) and during the independent work day time (at home model).

- Enrichment Teacher will support classroom teachers in enrichment and acceleration for individual students in need of acceleration.

Assessing Students' Unfinished Learning
Educators will focus on locally developed pre-assessments and formative assessments upon returning to school.

- In the absence of Spring 2020 summative assessment data, we will identify alternate sources of prior assessment data which may complement data-driven decision-making regarding remediation efforts.
- Online pre-assessments and formative assessments will be leveraged in both 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 will 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 will be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.
- Link-It, STAR, and Reading Assessments will be provided for each student at the beginning of the year that will continue to inform teacher instruction. These assessments will be repeated on a calendar throughout the year to continually monitor growth and inform instruction.
- Assignments will be consistent with the targeted standards.
- Formative data will inform teachers on how to design summative assessments for students.
- Small-group instruction based on data and classroom observations will be developed and scheduled both within the school day and during at-home parts of the day.
- The Academic Support Team and classroom teachers will use progress monitoring to track growth.

- Supplemental assignments will be provided for students to practice skills during at home learning.

Adapt The Curricular Scope and Sequence/Pacing for Each Subject
- Prerequisite skills for standards will be addressed before students engage with new content.

- Continuous learning between in person and at home instruction.

- Professional development time will be given to utilize a document of priority of standards for each grade level and content area to reestablish a scope and sequence that reflects these new goals.

Monitor Students' Progress on Grade-appropriate Assignments
- LinkIt, STAR, and Reading Assessments will continue to be given to all students throughout the year.

- Academic Support team and data team will support progress monitoring.

Virtual and Hybrid Learning Environment- Instruction
Develop a Shared Understanding
- Ongoing communication between Superintendent and key community groups: PTO, Education Foundation, Education Association.

- Forums for staff and parents to ask questions that will be addressed.

- Videos and tutorials for parents to communicate expectations of the hybrid classroom.

  - Videos and tutorials for parents on what the at-home and virtual classroom looks like as well.

- All plans developed in collaboration with teachers, administrators, board members, and parents of the community.

- Guidance Counselors and special services will continue to provide support for students and advocate for students who are impacted by social and emotional needs during this time period.

- Media Specialist and library staff will continue partnership with local library to provide extra resources.

Design for Student Engagement and Foster Student Ownership of Learning\

- Professional development on how to differentiate classes in a hybrid environment.
- Student voice and formative data will continue to provide opportunities for teachers to assess their own teaching and student growth.
- Professional Development on a workshop model in a hybrid environment.
- Teachers can provide effective feedback through Google Drive which students can access at home to help students be successful on next steps for assignments.
- Digital Badging Program to provide additional choice, acceleration, and engagement during virtual learning.

Develop Students' Meta-Cognition
- Pre-assessments to guide instruction
- Guidance counselors deliver Professional Development on executive functioning skills: time management, self-regulation, goal setting, and effective teamwork.
- Students will reflect on their learning through varying methods of communication that can be accessed at home and in school:
    - Google forms
    - Mentimeter
    - Padlet
    - Poll Everywhere
    - Link It

- ○ Kahoot
- ○ Freckle
- ○ No Red Ink
- ○ Entrance and Exit tickets on google documents
- ○ Flipgrid
- ○ Edpuzzle
- ○ A demonstration of growth through a "show me" approach that lends itself to virtual communication.

- Expectations for students are reasonable and consistent. Grades for students are still provided on a trimester schedule, and the grading scale is the general protocol from years prior.

- Skills taught will be anchored in prioritized grade level standards for students to focus on the process of learning by chunking skills for students to focus on through guided instruction.

Collaboration Between School Leaders and Educators to Establish Supports Necessary for Effective Hybrid Instruction

- Professional Development on Flipped Classroom Pedagogy

- The District Enrichment Teacher will facilitate Design Challenges, Digital Badging Program, extensions of curriculum, cross-curricular enrichment activities, and accompanying professional development.

- The District Media Specialist will provide support to complement currently implemented curriculum.

- The District Technology Coach will provide support of new technology tools and applications in various subject areas.

- The District Curriculum Director will provide teachers with a guide on what standards to focus on to assist teachers in scaffolding their teaching.

- Team planning time available bi-monthly (after school PD) to coordinate assignments, cross-curricular planning, and common lessons.

Assess District Data on English Language Learners
- ELL Teacher will assess all students previously in the ELL program upon returning to school (hybrid model) or remotely (at home students).

- Newcomers will be screened as usual either in person (hybrid) or remotely (at home students).

Assess English Learners' Engagement in In-Person, Virtual, or Hybrid Learning Environment
- ELL Teacher will work closely with families and building principals for engagement motivation and progress in a virtual or hybrid environment.

Virtual and Hybrid Learning Environment- Assessment

Communication
- [Assessment calendar](#) established over the summer and available to stakeholders.

- Academic support program (ASP) - Parents are informed of their student's strengths and areas of improvement in an "Individualized Student Intervention Plan" (ISIP) on a trimester basis. On this plan, the following is communicated to parents:
  - Reading Level (ELA)
  - Link It Level (Math)
  - STAR Score (Both ELA and Math)
  - Comments from Academic Support Teacher on specific areas of improvement and and strategies for at home learning are provided by the teacher

- Virtual Parent-Teacher Conferences

Inventory Sources of Current Student Performance Data
- Link-It, STAR, and Reading Assessments will be provided for each student at the beginning of the year that will continue to inform teacher instruction. These assessments will be repeated on a calendar throughout the year to continually monitor growth and inform instruction.
- Assignments will be consistent with the targeted standards.
- Formative data will inform teachers on how to design summative assessments for students.
- Small group instruction based on data and classroom observations will be developed and scheduled both within the school day and during at-home parts of the day.
- The Academic Support Team and classroom teachers will use progress monitoring to track growth.
- Supplemental assignments will be provided for students to practice skills during at home learning.

Develop Hypotheses
- Utilize NJ Tiered System of Supports
- Professional Development on using the Tiered Systems of Supports in a Hybrid Model
- Professional Development in interpret STAR Data in a hybrid environment

Determine Appropriate Assessment Tools
- We will continue to utilize reader/writer/math workshop models.
- Assessment tools will vary based on virtual or in-person environment.

- ○ If students are at home and taking an assessment such as STAR or Link It, or even a classroom assessment, strategies are in place to ensure student accountability such as:
    - Camera On in Zoom
    - Locked Google Forms
    - Dyno to see students' screens on the teacher end

- Formative data will inform teachers on how to design summative assessments for students.

- Small-group instruction based on data and classroom observations will be developed and scheduled both within the school day and during at-home parts of the day.

Develop Assessment Strategy
- For students who need additional support based on their performance and areas of improvement, students can enter the Academic Support Program.

Professional Development
- Four days will be utilized at the beginning of the school year for teacher PD.

- Twice monthly after school PD will support teachers in transitioning to a hybrid environment.

Educator Planning Time
- Time will be dedicated at monthly after school PD meetings for grade level and department planning.

Data Analysis and Feedback Loops
- Time will be dedicated at monthly after school PD meetings for academic support teachers and CST to work with teachers on data analysis.

Professional Learning
(see pages 82-83 of state guidance)

Our professional learning will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.

- 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 should 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; and

Professional Development Plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the District, school, and individual educator.

Mentoring and Induction
- Induction will be provided for all novice provisional teachers and teachers new to the District according to our District Mentoring Plan.

- Mentors will be chosen who are able to provide sufficient support and guidance to novice provisional teachers working in a remote environment.

- Mentoring opportunities will be provided in both a hybrid and fully remote learning environment.

- Online collaborative tools will be used to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

Evaluation
- Annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.

- Observation schedules developed with a hybrid model in mind.

- School Improvement Panel's (ScIP) will inform professional learning, mentoring, and other evaluation-related activities.

- Requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans will be considered for a remote environment.

Career and Technical Education (CTE)
- ***Not applicable - Pre-K-8 District***

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Resources

Conditions for Learning

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Section	Title	Link
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President's Plan for Opening American Up Again	https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-day-camps.html%20-%20page=46
	Childcare, Schools, and Youth Programs	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
	People Who Are at Increased Risk for Severe Illness	https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html

	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance
	When and How to Wash Your Hands	https://www.cdc.gov/handwashing/when-how-handwashing.html
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana
	What Bus Transit Operators Need to Know About COVID-19	https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html

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Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf
	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/posters.html
Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/
Section	**Title**	**Link**
	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml

	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf
	Guidance for Child Care Programs that Remain Open	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html
	General Business Frequently Asked Questions	https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19

Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf
Multi-Tiered Systems of	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	https://www.nj.gov/education/njtss/guidelines.pdf

Support (MTSS)		
	RTI Action Network	http://www.rtinetwork.org/
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf
Wrap around Supports	SHAPE	http://www.schoolmentalhealth.org/SHAPE/
	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Coronavirus Resources for Mentoring	https://nationalmentoringresourcecenter.org/

Section	Title	Link
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Section	**Title**	**Link**
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml

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Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/edevaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
Athletics	Executive Order No. 149	http://d31hzlhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates

	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf
Policy and Funding		
Section	**Title**	**Link**
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx

FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm
Section	**Title**	**Link**
Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bso/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf

	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Section	**Title**	**Link**

Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf

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Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml
Section	**Title**	**Link**
Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/

| Career and Technical Education (CTE) | Communicable Disease Service | https://www.nj.gov/health/cd/topics/covid2019_schools.shtml |
| | Considerations for Schools | https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html |