

RESTART AND RECOVERY PLAN

New Providence School District, 2020-2021 School Year

New Providence of Board of Education

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Introduction

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

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

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

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

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

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

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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.

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

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

A. Conditions for Learning

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

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

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

The Health and Safety Section of the Board’s Plan identifies Ten Critical Areas of Operation which the Board has addressed in the Plan: General Health and Safety

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Guidelines; Classrooms, Testing, and Therapy Rooms; Transportation; Student Flow, Entry, Exit, and Common Areas; Screening, PPE, and Response to Students and Staff Presenting Symptoms; Contact Tracing; Facilities Cleaning Practices; Meals; Recess/Physical Education; and Field Trips, Extra-Curricular Activities, and Use of Facilities Outside School Hours.

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

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

Ten Critical Areas of Operation

- a. Critical Area of Operation #1 - General Health and Safety Guidelines – Anticipated Minimum Standards Incorporated into the Plan
 - (1) In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) and the New Jersey Department of Health 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.

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

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

- b. Critical Area of Operation #2 – Classrooms, Testing, and Therapy Rooms – Anticipated Minimum Standards Incorporated into the Plan
 - (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.
 - (2) Face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
 - (a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
 - (3) 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 should be worn.
 - (4) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
 - (5) Use of shared objects should be limited when possible or cleaned between use.
 - (6) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.

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- (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.

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

- c. Critical Area of Operation #3 – Transportation – Anticipated Minimum Standards Incorporated into the Plan
 - (1) If the school district is providing transportation services on a school bus 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.

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- (2) Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.
- (3) Every school bus, either district-owned or contracted, should be cleaned and disinfected before and after each bus route.

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

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

- (1) The Board's Plan should establish the process and location for student and staff health screenings.
- (2) 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).

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

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

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

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

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- (ii) Following current Communicable Disease Service guidance for illness reporting.
 - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
 - (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
 - (v) Continuous monitoring of symptoms.
 - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Services Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
 - (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
- (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
- (5) Students are required to wear face coverings 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.

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- (6) Exceptions to requirements for face coverings shall be as follows:
 - (a) Doing so would inhibit the individual's health.
 - (b) The individual is in extreme heat outdoors.
 - (c) The individual is in water.
 - (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
 - (e) The student is under the age of two and could risk suffocation.
- (7) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility may be denied.

[See Appendix E – Critical Area of Operation #5 – Screening, PPE, and Response to Students and Staff Presenting Symptoms]

f. Critical Area of Operation #6 – Contact Tracing

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

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

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- g. Critical Area of Operation #7 – Facilities Cleaning Practices –Anticipated Minimum Standards Incorporated into the Plan
 - (1) School officials must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.
 - (2) The Board’s Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
 - (a) A schedule for increased routine cleaning and disinfection.
 - (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. door knobs, light switches, classroom sink handles, countertops).
 - (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
 - (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:
 - (i) Classroom desks and chairs;
 - (ii) Lunchroom tables and chairs;
 - (iii) Door handles and push plates;
 - (iv) Handrails;
 - (v) Kitchens and bathrooms;
 - (vi) Light switches;
 - (vii) Handles on equipment (e.g. athletic equipment);

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- (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).

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

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

- (1) If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board's Plan, if applicable:
- (a) Stagger times to allow for social distancing and clean and disinfect between groups.
 - (b) Discontinue family style, self-service, and buffet.
 - (c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.
 - (d) Space students at least six feet apart.
 - (e) Require individuals must wash their hands after removing their gloves or after directly handling used food service items.

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

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- i. Critical Area of Operation #9 – Recess/Physical Education – Anticipated Minimum Standards Incorporated into the Plan
 - (1) The Board’s Plan regarding recess and physical education should include protocols to address the following:
 - (a) Stagger recess, if necessary.
 - (b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
 - (c) The use of cones, flags, tape, or other signs to create boundaries between groups.
 - (d) A requirement that all individuals always wash hands immediately after outdoor playtime.
 - (e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.
 - (f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).
 - (g) Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.
 - (i) If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.
 - (ii) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in

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order to participate in physical education without the use of a locker room.

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

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

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

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

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

2. Academic, Social, and Behavioral Supports

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

While only a small introduction to these elements is included in this Plan, a more detailed explanation and further considerations in the NJDOE Guidance are under the Academic, Social, and Behavioral Supports section to reference as the Plan is

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being developed. School officials may use the supports listed in the NJDOE Guidance.

The elements listed below in A.2.a. through A.2.e. provide an explanation for school officials to indicate if the strategy is:

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

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

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

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

b. Multi-Tiered Systems of Support (MTSS)

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

c. Wraparound Supports

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

d. Food Service and Distribution

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

e. Quality Child Care

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

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

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

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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.
- 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;

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- (6) School Nurse;
 - (7) Teachers representing each grade band served by the school district and school;
 - (8) School safety personnel;
 - (9) Members of the School Safety Team;
 - (10) Custodian; and
 - (11) Parents.
- g. The Pandemic Response Team is responsible for:
- (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
 - (2) Adjusting or amending school health and safety protocols as needed.
 - (3) Providing staff with needed support and training.
 - (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
 - (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.

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3. Scheduling

- a. The Board's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.
- b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.
 - (1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
 - (2) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.
- c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
 - (1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology- based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
 - (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

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- 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 the classroom receive instruction. School officials may:
- (1) Provide teachers common planning time.
 - (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
 - (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.
 - (b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
 - (3) Secure a steady supply of resources necessary to ensure the safety of students and staff.
 - (4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.
 - (5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.
- e. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board's Plan.

[See Appendix L – Scheduling of Students]

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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

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(APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).

(3) Certification

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

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

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.

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

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- (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.

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- (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.

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- (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
 - (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.
- e. Educational services staff members should:
- (1) Lead small group instruction in a virtual environment.
 - (2) Facilitate the virtual component of synchronous online interactions.
 - (3) Manage an online platform for small groups of in-person students while teacher is remote.
 - (4) Assist with the development and implementation of adjusted schedules.
 - (5) Plan for the completion of course requests and scheduling (secondary school).
 - (6) Assist teachers with providing updates to students and families.
 - (7) Support embedding of SEL into lessons.
 - (8) Lead small group instruction to ensure social distancing.
 - (9) Consider student grouping to maintain single classroom cohorts.
 - (10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- f. Support staff/paraprofessionals may:
- (1) Lead small group instruction to ensure social distancing.
 - (2) Consider student grouping to maintain single classroom cohorts.

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

g. Substitutes

- (1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
- (2) Develop roles and responsibilities for substitute teachers in both virtual and hybrid 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.

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6. Educator Roles Related to School Technology Needs
 - a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:
 - (1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.
 - (2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
 - (3) 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.

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

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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 the need for all staff to address student trauma, social emotional learning, and digital citizenship.

7. Athletics

Under Executive Order 149, high school sports under the jurisdiction of the NJSIAA may resume only in accordance with reopening protocols issued by NJSIAA and cannot resume earlier than July 13, 2020.

[See Appendix N – Athletics]

C. Policy and Funding

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

1. School Funding

- a. The Board shall explore options to obtain the maximum amount of available revenue to minimize expenditures and for fiscal planning in the face of considerable uncertainty. The options the Board shall explore include, but are not limited to, the following:
 - (1) Elementary and Secondary School Emergency Relief Fund;
 - (2) CARES ACT
 - (2) Federal Emergency Management Agency – Public Assistance; and

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(3) State School Aid.

b. School District Budgets

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

c. School Funding

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

(1) Purchasing

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

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

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

(3) Costs and Contracting

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

D. Continuity of Learning

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

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

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

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

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
 - a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
 - b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.

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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) 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.

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2. Technology and Connectivity

- a. School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.
- b. Districts should:
 - (1) Conduct a needs assessment.
 - (2) Consider the attendant needs associated with deployment of needed technology, including student and parent training 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).

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- 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 support 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.

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- (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 purposes 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

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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.

[See Appendix K – Curriculum, Instruction, Assessment, and Professional Development]

4. Professional Learning

- a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.
- b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.
- c. Professional learning opportunities should be:
 - (1) Presented prior to the beginning of the year;
 - (2) Presented throughout the school year;
 - (3) Presented in order to grow each educator’s professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
 - (4) Presented to include the input and collaboration of stakeholders, including all staff, parents, and community members; and
 - (5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.
- d. Mentoring and Induction

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- (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.
5. Career and Technical Education (CTE)
- a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.

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

c. Guiding Principles

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

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

d. Quality CTE Programs

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

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

e. Work-Based Learning

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

f. Career Advisement and Development

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

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g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

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Appendix A

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

In addition to the “anticipated minimum standards” highlighted on the document, it will be important for the district to communicate its health and safety procedures and expectations with all stakeholders prior to the start of the new school year, as well as throughout. Many communications regarding the health and safety of students and staff will be disseminated by the nursing department, with consultation from the Department of Health.

The Nurses will put out a district-wide communication highlighting the importance of behaviors that reduce risk and updating all stakeholders on mitigation tactics that will be in place within their offices (i.e. students taking once a day prescription medication should be taking these at home, thereby limiting non-essential trips into the nurses office, nebulizers will not be given as routine treatment so as to limit aerosolization concerns - this will only be used in an emergency situation, parents should be reminded that if there is any doubt about their child being ill, they should be keeping them home, etc.).

Signs and symptoms of COVID-19 in children may be similar to those of common viral respiratory infections or other childhood illnesses. The overlap between COVID-19 symptoms and other common illnesses means that many people with symptoms of COVID-19 may actually be ill with something else. This is even more likely in young children, who typically have multiple viral illnesses each year. Individuals with COVID-19 have had a wide range of symptoms reported – ranging from mild to severe illness. There is not a single symptom that is uniquely predictive of a COVID-19 diagnosis. A COVID-19 viral test is needed to confirm if someone has a current infection. Symptoms may appear 2-14 days after exposure to the virus and include the following:

- Fever or chills;
- Cough;
- Shortness of breath or difficulty breathing;
- Fatigue;
- Muscle or body aches;
- Headache;
- New loss of taste or smell;
- Sore throat;

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- Congestion or runny nose;
- Nausea or vomiting;
- Diarrhea.
- Parents should not send students to school when sick with any of the above symptoms.
- **Exclusion Criteria***: The NJDOH recommends that students and staff with the following symptoms be promptly **isolated** from others and excluded from school:
 - At least two of the following symptoms: fever (measure or subjective), chills, rigors (shivers), myalgia (muscle aches), headache, sore throat, nausea or vomiting, diarrhea, fatigue, congestion or runny nose; **OR**
 - At least one of the following symptoms: cough, shortness of breath, difficulty breathing, new olfactory disorder (loss of smell), new taste disorder (loss of taste).
- *Exclusion also varies based on the [risk rating of our region \(“Central East”\)](#). The criteria to be followed varies both by symptomatic and testing status and by the risk rating. For example, a student with fever and runny nose under our [current ‘moderate’ risk status](#) would need to follow COVID exclusion criteria (stay home 10 days from onset of symptoms and 24 hours after resolution of symptoms and improvement of symptoms). If our risk status were to drop to low, the same student would only need to stay home until 24 hours after resolution of fever.
 - School nurses will be responsible for contacting ill faculty/staff and the parents/guardians of ill students to advise them of any particular exclusion criteria.
- Students who are sent home or are home sick (who meet the exclusion criteria listed above) will be required to have a doctor’s note upon reentering the school, or may return to school under the following conditions:
 - At least 10 days have passed since symptom onset, **AND**
 - At least 24 hours have passed since resolution of fever without the use of fever-reducing medications, **AND**
 - Other symptoms have improved.
- If someone in the household tests positive, the student should follow the quarantine protocol of 14 day school exclusion.
- Health Screenings are a necessity for each day’s opening - for both staff and students alike:
 - Staff: Staff should not report to school if exhibiting any of the symptoms consistent with the COVID-19 exclusion criteria. *Any staff member **experiencing symptoms consistent***

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with the exclusion criteria will require that the staff member has a doctor's note upon reentering the school, or may return to school under the following conditions:

- At least 10 days have passed since symptom onset, **AND**
- At least 24 hours have passed since resolution of fever without the use of fever-reducing medications, **AND**
- Other symptoms have improved.
- Students: Screening stations set up for each of the three schools.
 - SB/AWR: Screening via Student Drop-Off Circle. Verbal response to questions and physical temperature check. "Walk-to-school" station is set up to do the same with those students who walk or ride bikes.
 - NPHS/NPMS: Screening via six locations. One entrance designated for each grade level (7, 8, 9, 10, 11, 12). Verbal response to question (via signage to be purchased) and physical temperature check.
 - *Students who exhibit an elevated temperature may need to be held in a cool-down area and re-checked in 15-20 mins. This might be particularly applicable on a hot day and/or if they walked/biked to school.
- All screeners will be given proper PPE prior to beginning this process each day (mask, gloves, face shield).
- Students with symptoms will be screened prior to entering the building. Upon failing a screening, the school nurse will be contacted and the parent/guardian will be called to immediately pick up the student (if the screening occurs in the drop-off line, the student will just be taken home immediately). Students must have medical clearance from a doctor to return to school. *Any student experiencing symptoms consistent with the exclusion criteria (see Critical Area #1) will require that the student has a doctor's note upon reentering the school, or may return to school under the following conditions:*
 - At least 10 days have passed since symptom onset, **AND**
 - At least 24 hours have passed since resolution of fever without the use of fever-reducing medications, **AND**
 - Other symptoms have improved.
- If a staff member or student begins to exhibit symptoms *during* the school day, the school nurse will utilize an isolation space in their offices for these purposes.
 - NPHS/NPMS - use of the back left office area (separate room) for isolation as needed.
 - AWR/SB - Utilize maintenance staff to help hang clear, vinyl shower curtains at the entry of the two cot/bay areas in each respective office. These curtains will extend as close to floor to ceiling as possible.
 - Symptomatic students remain in isolation until picked up by a parent/guardian. Students (staff) may not return until a doctor's note is on hand clearing them to return to the building.

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- Symptomatic students in isolation must wear a mask throughout the duration of their isolation.

In the case of a positive COVID-19 test the following steps must be taken:

1. The school nurse will notify the building principal.
2. Building principal will notify central administration.
3. Central administration will report necessary information with the appropriate health authorities.
4. The Building Principal in consultation with the Superintendent - will be responsible for all communication of positive tests with parents/guardians or further communication of incidents.
5. All media contact or news releases concerning the student/staff or the event will be handled by the Superintendent. All information concerning the student/staff member will be considered strictly confidential.
6. Any student or staff member who tests positive for COVID-19 must remain in isolation for 10 days from the onset of symptoms or 72 hours after resolution of symptoms, whichever is longer.
7. Stakeholders will be informed of potential exposure in a timely manner as information becomes available.

Students, school staff, and visitors are required to wear face coverings at all times (unless doing so would inhibit the individual's health or the individual is under two years of age).

- Exceptions:
 - Doing so would inhibit the individual's health.
 - The individual is in extreme heat outdoors.
 - The individual has severe asthma or breathing difficulties.
 - A student's documented medical condition, or disability as reflected in an Individualized Education Plan (IEP), precludes the use of face covering.
 - The student is under the age of two (2) and could risk suffocation.
 - A student is eating or drinking (must be at least 6 feet apart from peers/staff).
- Face coverings for staff and students are to be cloth face coverings as recommended by the CDC. Face shields are not a replacement for a face covering (as per the current CDC guidelines).
 - Schools should teach and reinforce the use of face coverings and should be worn by staff and students.
 - Face covering is not a substitute for social distancing. Information will be provided to staff and students on proper use, removal, and washing of cloth.

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- Cloth face coverings should be washed after every day of use and/or before being used again, or if visibly soiled or damp/wet.
 - Disposable face masks should be changed daily or when visibly soiled, damp or damaged.
 - Students and schools will have additional disposable masks or cloth face coverings available for students, teachers and staff in the case a back-up face covering is needed.
-
- Hand hygiene will be taught and reinforced with soap and water for at least 20 seconds and there will be an increased monitoring of students and staff.
 - Hand hygiene should take place:
 - Upon arrival at school.
 - Before and after snacks.
 - After going to the bathroom.
 - Before leaving for the day.
 - After blowing of nose, sneezing or coughing into a tissue.
 - When hands are visibility soiled.

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Appendix B

Critical Area of Operation #2 – Classroom, Test, and Therapy Rooms

- The district will plan hybrid models, K-12 to limit capacity and allow for social distancing in classrooms and the school building.
- Work with maintenance and custodial staff to ensure that all rooms have adequate ventilation and that filter(s) for A/C units are maintained and changed regularly.
- Hand sanitizing stations will be available around the hallways, as well as available within each classroom (where applicable).
- Facilitation of student hand washing at frequent intervals, or use of alcohol-based hand sanitizer if soap and water are not readily available.
- Require staff and students to bring their own water as water fountains will not be available for use by staff and students.
- Utilize one-way hallways and/or directional floor arrows to reduce flow of traffic and students passing in hallways.
- Install physical barriers (sneeze guards) where appropriate (i.e. offices, nurse's office).
- Limit use of common areas and adjust these areas physically so as to ensure proper social distancing at all times when in use (i.e., media center, cafeteria, etc.).
- Avoid unstructured student gatherings.
- Limit shared equipment. Students should be responsible for bringing in necessary materials to be used from home whenever possible. Classroom supplies will not be shared. Individual student supplies will be kept in individually assigned desks, and/or labeled containers. If equipment must be shared, proper CDC disinfectant cleaner must be used prior to the use of said equipment by another student or staff member.
- Maintaining hand-sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol or higher as recommended by the CDC):
 - In each classroom
 - At main entrances of buildings
 - Near lunchrooms and bathrooms
- For classrooms with existing handwashing facilities, preparing stations with soap, water and alcohol-based hand sanitizers (at least 60% alcohol or higher as recommended by the CDC).

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- Providing cleaning disinfectant in a spray bottle to teachers and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use.
- To the maximum extent possible, the district shall ensure that students and adults comply with the appropriate social distancing practices (at least six feet between desks) while in classrooms.
- During counseling or therapy sessions, adults and students will wear a mask and maintain six feet of social distancing. A plexiglass divider will also be used as needed, especially during CST testing sessions.
- Seating will be arranged to maintain social distancing. Desks will face in the same direction and be placed six feet apart.
- Weather permitting, classroom windows will remain open.

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Appendix C

Critical Area of Operation #3 – Transportation

District Owned School Buses

To the maximum extent practicable, the District shall ensure that students and adults comply with appropriate social distancing practices (at least six feet between riders) while on the school bus.

- A sign shall be posted in the school bus with social distancing and mask requirements. Students, bus drivers and staff must be required to wear face coverings while riding on the bus if social distancing or physical barriers cannot be maintained. Accommodations for students who are unable to wear face coverings should be consistent with the student's IEP or medical documentation.
- Hand sanitizer shall be available at the school bus entrance for each student to use when boarding. Bus drivers shall follow personal hygiene actions (e.g., frequent hand washing) and be afforded the opportunity to do so between routes.
- District vehicles will be cleaned and disinfected including seats, rails, and highly touch surfaces before each run. This procedure will include cleaning, which removes dirt and germs from surfaces; and disinfecting, which kills germs on surfaces that remain after cleaning.

Contracted Transportation Providers

Contracted transportation providers are to submit a detailed plan that includes cleaning/disinfecting process as well as social distancing and mask requirements.

Providers shall be required to clean and sanitize seats, rails and highly touched surfaces before each run. Also, the contracted transportation providers shall ensure that the procedures included in the plan are consistently followed. The contracted service provider shall ensure that employees are fully trained in the implementation of the established protocols.

Any field trips should not occur for the first four months of the school year (September-December). Field trip bus reservations can be made after January 1st with the understanding that it can be cancelled due to the COVID-19 pandemic.

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Appendix D

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

- Health Screenings are a necessity for each day's opening - for both staff and students alike:
 - Staff: Completion of required mandatory self-screening form prior to leaving home each morning. This form must be completed prior to entering the building. Staff should not report to school if exhibiting any of the symptoms consistent with COVID-19. *Any staff member experiencing symptoms consistent with the exclusion criteria will require that the staff member has a doctor's note upon reentering the school, or may return to school under the following conditions:*
 - At least 10 days have passed since symptom onset, **AND**
 - At least 24 hours have passed since resolution of fever without the use of fever-reducing medications, **AND**
 - Other symptoms have improved.
 - Students: Screening stations set up for each of the three schools
 - SB/AWR: Screening via Student Drop-Off Circle. Verbal response to questions and physical temperature check. "Walk-to-school" station is set up to do the same with those students who walk or ride bikes.
 - NPHS/NPMS: Screening via 6 locations. One entrance designated for each grade level (7, 8, 9, 10, 11, 12). Verbal response to question and physical temperature check.
- Students with symptoms will be screened prior to entering the building. Upon failing a screening, the school nurse will be contacted and the parent/guardian will be called to immediately pick up the student (if the screening occurs in the drop-off line, the student will just be taken home immediately). Students sent home *who meet the exclusion criteria* must have medical clearance from a doctor to return to school, or must satisfy the following conditions prior to returning:
 - At least 10 days have passed since symptom onset, **AND**
 - At least 24 hours have passed since resolution of fever without the use of fever-reducing medications, **AND**
 - Other symptoms have improved.
- To the maximum extent possible, the district shall ensure that students and adults comply with the appropriate social distancing practices (at least six feet between desks) while in classrooms.

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- Utilize one-way hallways and/or directional floor arrows to reduce flow of traffic and students passing in hallways.
- Install physical barriers (sneeze guards) where appropriate (i.e. offices, nurse's office)
- Limit use of common areas and adjust these areas physically so as to ensure proper social distancing at all times when in use (i.e., media center, cafeteria, etc.)
- Avoid unstructured student gatherings.
- Limit shared equipment. Students should be responsible for bringing in necessary materials to be used from home whenever possible. If equipment must be shared, proper CDC disinfectant cleaner must be used prior to the use of said equipment by another student or staff member.

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Appendix E

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

- Students and employees who test positive for COVID-19 will not be permitted back in school until they have satisfied all of the following conditions:
 - At least 10 days have passed since symptom onset, **AND**
 - At least 24 hours have passed since resolution of fever without the use of fever-reducing medications, **AND**
 - Other symptoms have improved.
- Students and staff may be asked to leave school if they exhibit one or more of the symptoms of COVID-19, based on CDC and NJDOH guidance:
 - A fever of 100.4° F or greater*
 - Cough
 - Shortness of breath or difficulty breathing
 - Chills
 - Repeated shaking with chills
 - Muscle pain
 - Headache
 - Sore throat
 - New loss of taste or smell
 - Fatigue
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- The CDC and NJDOH recommends that students and staff with the following symptoms be promptly **isolated** from others and excluded from school:

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- At least TWO of the following symptoms: fever (measure or subjective), chills, rigors (shivers), myalgia (muscle aches), headache, sore throat, nausea or vomiting, diarrhea, fatigue, congestion or runny nose; **OR**
- At least ONE of the following symptoms: cough, shortness of breath, difficulty breathing, new olfactory disorder (loss of smell), new taste disorder (loss of taste).
- *Students who exhibit an elevated temperature may need to be held in a cool-down area and re-checked in 15-20 mins. This might be particularly applicable on a hot day and/or if they walked/biked to school.
- **If someone in the household tests positive, the student should follow the quarantine protocol of 14 day school exclusion.**
- (See above) Health Screenings are a necessity for each day's opening - for both staff and students alike:
 - Staff: Completion of required mandatory self-screening form prior to leaving home each morning. This form must be completed prior to entering the building. Staff should not report to school if exhibiting any of the symptoms consistent with COVID-19. *Any staff member **experiencing symptoms consistent with the exclusion criteria (see Critical Area #1)** will require that the staff member has a doctor's note upon reentering the school, or may return to school under the following conditions:*
 - At least 10 days have passed since symptom onset, **AND**
 - At least 24 hours have passed since resolution of fever without the use of fever-reducing medications, **AND**
 - Other symptoms have improved.
 - Students: Screening stations set up for each of the three schools
 - SB/AWR: Screening via Student Drop-Off Circle. Verbal response to questions and physical temperature check. "Walk-to-school" station is set up to do the same with those students who walk or ride bikes.
 - NPHS/NPMS: Screening via 6 locations. One entrance designated for each grade level (7, 8, 9, 10, 11, 12). Verbal response to question and physical temperature check.
- Students with symptoms will be screened prior to entering the building. Upon failing a screening, the school nurse will be contacted and the parent/guardian will be called to immediately pick up the student (if the screening occurs in the drop-off line, the student will just be taken home immediately). Students sent home *who meet the exclusion criteria*

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must have medical clearance from a doctor to return to school, or must satisfy the following conditions prior to returning:

- At least 10 days have passed since symptom onset, **AND**
- At least 24 hours have passed since resolution of fever without the use of fever-reducing medications, **AND**
- Other symptoms have improved.
- If a staff member or student begins to exhibit symptoms *consistent with the exclusion criteria* for COVID-19 *during* the school day, the school nurse will utilize an isolation space in their offices for these purposes.
 - NPHS/NPMS - use of the back left office area (seperate room) for isolation as needed.
 - AWR/SB - Utilize maintenance staff to help hang clear, vinyl shower curtains at the entry of the two cot/bay areas in each respective office. These curtains will extend as close to floor to ceiling as possible.
 - Symptomatic students meeting the exclusion criteria must remain in isolation until picked up by a parent/guardian. Symptomatic students (or symptomatic staff) may not return until a doctor's note is on hand clearing them to return to the building, or may return to school under the following conditions:
 - At least 10 days have passed since symptom onset, **AND**
 - At least 24 hours have passed since resolution of fever without the use of fever-reducing medications, **AND**
 - Other symptoms have improved.
 - Symptomatic students/staff in isolation must wear a mask throughout the duration of their isolation.
- In the case of a positive COVID-19 test the following steps must be taken:
 1. The school nurse will notify the building principal
 2. Building principal will notify central administration
 3. The school nurse will report necessary information with the appropriate health authorities
 4. The building principal - in consultation with the superintendent - will be responsible for all communication of positive tests with parents/guardians and staff
 5. All media contact or news releases concerning the student/staff or the event will be handled by the Superintendent. All information concerning the student/staff member will be considered strictly confidential

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6. Any student or staff member who tests positive for COVID-19 must remain in isolation until the following circumstances are met in their entirety:
 - i. At least 10 days have passed since symptom onset, **AND**
 - ii. At least 24 hours have passed since resolution of fever without the use of fever-reducing medications, **AND**
 - iii. Other symptoms have improved.
 7. Stakeholders will be informed of potential exposure in a timely manner as information becomes available
- School staff, students, and visitors are required to wear a face covering at all times.
 - Exceptions:
 - When doing so would inhibit the individual's health.
 - When a student is in extreme heat outdoors.
 - If a student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of a face covering.
 - If a student is under the age of two (2), due to the risk of suffocation.
 - When a student is eating or drinking (must be at least six (6) feet apart from all other students/staff).
 - If or when anyone has trouble breathing or is unconscious, is incapacitated, or is otherwise unable to remove the face covering without assistance (e.g., face coverings should not be worn by Pre-K students during nap time).
 - The student is engaged in high intensity aerobic or anaerobic activities.
 - During gym and music classes when individuals are in a well-ventilated location and able to maintain a physical distance of at least six feet apart.
 - When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task (for example, students operating machinery in which face coverings may get caught).
 - Face coverings for staff, students, and visitors are to be cloth face coverings as recommended by the CDC and NJDOH. Face shields are not a replacement for a face covering (as per the current CDC and NJDOH guidelines)
 - All screeners will be given proper PPE prior to beginning this process each day (mask, gloves, face shield).
-

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Appendix F

Critical Area of Operation #6 - Contact Tracing

- Upon notification of a positive test, the school nurse will report necessary information with the appropriate health authorities..
- If individuals have been in close contact with someone who has tested positive for COVID-19, meaning they are within six feet of someone for at least ten minutes, they should self-quarantine for 14 days from the date of last exposure before returning to school.
 - In the case of a positive COVID test, local health departments, working in coordination with the NPSD, will conduct contact tracing to determine whether or not an individual has been in close contact with a student and advise any affected individuals, via trained contact tracers, to self-quarantine for 14 days.
 - The local health department in coordination with the school will assess the specific circumstances of the individual with the positive test to determine those individuals that have been in close contact and need to self-quarantine – this may or may not include all students in the class.
- Draft letters (nurses in correspondence with the local department of health) on file to be used in event of positive tests (to be distributed to NPSD families and staff).
- Adhere to all applicable federal and state requirements regarding privacy of educational records (e.g. FERPA).

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Appendix G **Critical Area of Operation #7 - Facilities Cleaning Practices**

The following practices are for the following locations:

Allen W. Roberts School	80 Jones Drive, New Providence
Salt Brook School	40 Maple Street, New Providence
New Providence HS/MS	35 Pioneer Drive, New Providence

Facilities Cleaning and Disinfectant Procedures

The building principal in consultation with the head custodian has developed a procedure for increased, routine cleaning and disinfection. The procedure shall include targeted areas to be cleaned while students and staff are in the building.

Implementation of this plan may require the custodians and maintenance department work schedules to be altered in order to clean appropriately during school hours when students and staff are present.

A. Clean and disinfect surfaces and objects that are frequently touched during the school day while students and staff are in the building. Examples of frequently touched areas:

1. Classroom desks and chairs
2. Lunchroom tables and chairs
3. Door handles and push plates
4. Handrails
5. Kitchens and bathrooms
6. Light switches

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7. Handles on equipment (e.g. athletic equipment)
8. Buttons on vending machines and elevators
9. Shared telephones
10. Shared desktops
11. Shared computer keyboards and mice
12. Drinking fountains
13. Countertops

B. Use cleaning products in accordance with directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. Whenever possible the list of products that are EPA-approved for use against the virus that causes COVID-19 (available on the EPA's website) shall be used. The manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.) shall be followed. A detailed list of cleaning and disinfection products, per building, shall be submitted to the Superintendent of Schools by August 1, 2020.

C. Sanitizing bathrooms as per A above, as well as, daily cleaning and disinfecting after the school day shall be completed.

Additional considerations regarding bathrooms include:

1. Limiting the number of students who can enter in order to avoid crowds.
2. Propping doors open to avoid touching handles.
3. Including appropriate signage about the benefits of handwashing as well as limit on number of students in the bathrooms.

D. Require staff and students to bring their own water as water fountains will not be available for use by staff and students.

E. Maintaining hand-sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol or higher as recommended by the CDC):

1. In each classroom
2. At main entrances of buildings
3. Near lunchrooms and bathrooms

F. For classrooms with existing handwashing facilities, preparing stations with soap, water and alcohol-based hand sanitizers (at least 60% alcohol or higher as recommended by the CDC).

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G. Providing cleaning disinfectant in a spray bottle to teachers and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use.

H. On a daily basis, all schools shall be cleaned after the school day.

I. All doors, except for air-conditioned areas and special circumstances, should be left opened to avoid touching handles.

Additional training shall be provided to the personnel responsible for cleaning and sanitizing facilities as necessary. Topics may include proper use of cleaning and disinfecting agents, the cleaning schedule for various surfaces, and safety precautions that need to be taken (e.g., ensuring adequate ventilation while cleaning and sanitizing).

With respect to the school nurse's offices:

- Deep cleaning to be provided nightly by custodial staff.
- Nurses to clean all high-touch surfaces and shared equipment (chairs, beds, etc.) routinely following use of each student.
- Custodial staff will be on hand should a deeper cleaning be required during the day in the event of a particularly ill student (i.e. physical symptoms such as vomiting, etc.).
- In the case of a student or staff member exhibiting symptoms consistent with the exclusion criteria during the school day (or a student testing positive having been in school that day): Immediately close off areas used by the person who is sick, open outside doors and windows to increase air circulation in the area and **wait 24 hours before cleaning or disinfecting.***
 - *The 24-hour window may result in particular classrooms, bathrooms, office spaces, hallways, and/or school buildings being temporarily closed until sufficient time has passed to begin - and subsequently complete - cleaning and disinfection.
- Clean and disinfect all areas used by the person who is sick as outlined in the cleaning and disinfection section of DOH guidance, including isolation area. Once an area has been appropriately disinfected, it can be opened for use.
 - *If the number of ill students exceeds the number of isolation areas and the areas cannot be closed for 24 hours, clean and disinfect between ill persons.*

There shall be no rental of any school facilities by outside organizations for the first four months of the school year (September-December). Reservations can be made after January 1st with the understanding that it can be cancelled due to the COVID-19 pandemic.

Clean/Disinfect After COVID-19 Positive Case in Building

Cleaning and disinfecting a school building after a person(s) have been identified as COVID-19

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positive:

The District may need to implement a short-term closure (in consultation with the Department of Health) of a school if an infected person has been in a school building. If this happens, the CDC-recommended procedures shall be followed:

1. Close off areas used by a sick person and do not use before cleaning and disinfection
2. Wait 24 hours before cleaning and disinfecting. If it is not possible to wait 24 hours, wait as long as possible
3. Open outside doors and windows to increase air circulation in the area

Clean/Disinfect in the event a student or staff members exhibiting symptoms consistent with the exclusion criteria during the school day:

In the case of a student or staff member exhibiting symptoms consistent with the exclusion criteria during the school day (or a student testing positive having been in school that day): Immediately close off areas used by the person who is sick, open outside doors and windows to increase air circulation in the area and **wait 24 hours before cleaning or disinfecting.***

- *The 24-hour window may result in particular classrooms, bathrooms, office spaces, hallways, and/or school buildings being temporarily closed until sufficient time has passed to begin - and subsequently complete - cleaning and disinfection.
- Clean and disinfect all areas used by the person who is sick as outlined in the cleaning and disinfection section of DOH guidance, including isolation area. Once an area has been appropriately disinfected, it can be opened for use.
 - *If the number of ill students exceeds the number of isolation areas and the areas cannot be closed for 24 hours, clean and disinfect between ill persons.*

Cleaning staff will clean and disinfect all areas used by the ill person(s), focusing especially on frequently touched surfaces.

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Appendix H

Critical Area of Operation #8 – Meals

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

Current guidance from the Westfield Regional Board of Health indicates that lunch is a “risky” activity and “is not condoned.” In person instruction will be single session days without serving lunch.*

- *Exception: certain pre-identified student groups will remain in school for full days. These students will eat utilizing the maximum amount of social distancing space available (never to be less than six (6) feet).

Students eligible for free or reduced lunch will have a grab and go lunch pick-up daily in the cafeteria. Protocols will be established by building to control the flow of student traffic. Grab and go lunches will be offered to all students to protect the identity of students who qualify for free and reduced lunch.

Grab and Go Lunch

The District’s food service provider, Pomptonian Food Service, will administer a grab and go lunch program.

- Online ordering and payment process through PaySchools
- Parents **must** pre order and prepay the day prior to the student attending school
- Schools **will not** collect any money from students
- Menu will be supplied in advance
- Lunch will be packaged and labeled with student’s name

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Elementary Schools:

Lunches will be delivered, between 11:45 a.m. and 12:00 p.m., to the elementary classrooms labeled with the student's name at the end of school day.

High/Middle Schools:

Lunches will be labeled with the student's name and can be picked up at the end of the school day, 12:51 p.m., in the cafeteria. Social distancing will be practiced when picking up the lunch from the cafeteria.

More information will follow from Pomptonian Food Service prior to the start of the school year.

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Appendix I

Critical Area of Operation #9 - Recess/Physical Education

- Stagger Recess (Not applicable during hybrid model. Virtual recess activities to be communicated to the students via PE teachers).
- 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.
- Use cones, flags, tape, other signs to create boundaries between groups.
- Wash hands immediately upon concluding outdoor playtime.
- Designate zones/stations to ensure separation of students.
- PE - close all locker rooms:
 - Students are required to come to school in clothes and shoes that are appropriate and safe for physical activity each day.
- Limit or eliminate direct contact with equipment (whenever possible build lessons that do not require usage of equipment, i.e. physical fitness, cardiovascular activities, high intensity interval training, dance, yoga, etc.). If any equipment must be used, clean and disinfect equipment properly and completely prior to next usage.

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Appendix J

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

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

- In-person field trips are not permitted-any field trips should not occur for the first four months of the school year (September-December). Field trip bus reservations can be made after January 1st with the understanding that it can be cancelled due to the COVID-19 pandemic. This decision will be reevaluated on January 1, 2021.
- Ensure social distancing extends to beyond school hours for extracurricular activities.
- When social distancing is not possible (i.e. athletics), follow all state and local guidelines as it pertains to these activities.
- Assemblies that require large gatherings of staff and students are not permitted. This decision will be reevaluated on January 1, 2021.
- There shall be no rental of any school facilities by outside organizations for the first four months of the school year (September-December). Reservations can be made after January 1st with the understanding that it can be cancelled due to the COVID-19 pandemic. This decision will be reevaluated on January 1, 2021.

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Appendix K

Curriculum, Instruction, Assessment, and Professional Development

Curriculum

New Providence District Curriculum will be implemented with fidelity by the district's professional staff during hybrid learning in order to continue the attainment of the New Jersey Student Learning Standards and maximize student achievement. Each district curriculum document identifies the state standards, essential questions, enduring understandings, and expected outcomes for student learning. Each curriculum document also includes suggested learning activities, assessments, projects, and performance tasks as appropriate for the grade level and course.

Due to the Covid-19 Pandemic, curriculum review and revision is required as students will be educated both in-person and remotely during the 2020-2021 school year. Collaborative teams will be established to review curriculum and plan instruction both prior to and throughout the school year. The teams will focus on the standards, learning objectives, essential questions, and enduring understandings with priority on the most critical skills and content knowledge. Vertical articulation will be necessary for teams to understand what was taught in the previous year/course and where students are in their learning. While student learning outcomes will be as consistent as possible with a full in-person curriculum, there are some learning experiences that cannot be replicated or may not be needed in the online/hybrid environment. In these situations, teams will collaborate to either supplement curriculum with other relevant and meaningful learning experiences or remove the less critical activities. The collaborative discussions and plans combined with assessments administered once school begins, will shape the curriculum scope and sequence and subsequent learning activities accordingly for each course and grade level.

Instruction

District teachers, administrators, and support staff have collaborated with one another, parents, and the community to design the instructional schedule and program for online and hybrid learning. Through a review of instructional strategies and activities within collaborative teams, teachers will provide rigorous learning experiences for students. As mentioned above, many

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instructional strategies can be transferred online or within hybrid environments, but many will need revisions or additions in order for students to be successful. District technology, including iPads, software, applications and online platforms and resources will be used to support asynchronous and synchronous student learning. Teachers will continue to provide modifications and accommodations to students in compliance with their 504 Plan, IEP, or ELL needs.

Asynchronous learning entails students learning the same material at different times. Access to work and completion is more flexible for student needs, allows for differentiation, and promotes responsibility and ownership. Asynchronous learning experiences may include, but are not limited to, using pre-recorded instructional videos by the teacher; viewing other instructional videos; watching and listening to a teacher read-aloud; reading text and providing written responses and analysis; completing assignments and learning tasks by choice at their own pace; creating projects; and solving problems and submitting answers. These and other asynchronous tasks may be submitted through Google Classroom, Seesaw, or other online platforms and applications. During the week, students should expect a variety of asynchronous learning experiences depending on the concept or skill, student progress, and the course or grade-level expectation. Students may experience more asynchronous tasks in older grade levels as learning can be done more independently.

Synchronous learning entails students engaging in learning of new concepts or skills or reviewing previous concepts or skills at the same time (live). This includes instruction and discussion in the classroom or via live video conferencing through the Zoom application, including whole-class, small group, and individual sessions. Our students will need to see and hear one another and their teachers in order to feel connected to school during online learning. Live conferences via Zoom will assist in both providing instruction and establishing important relationships between teachers and students. Synchronous lessons can be paired with other asynchronous activities, applications, and resources in order to best meet the needs of the students and provide differentiated instruction. For example, teachers may provide a whole-class mini-lesson followed by small-group tasks in breakout rooms. Teachers may record a lesson with slides of content and links to related problems followed by small group or individual live meetings through video conferencing. Students can expect a variety of synchronous learning experiences as noted within each school building's schedule.

Teachers will work in teams to set expectations for the instructional plan including synchronous and asynchronous learning and interactions; the types and length of activities; how students will demonstrate learning and be assessed; and the use of technology platforms, resources, and applications. In both asynchronous and synchronous scenarios, teachers will focus on enhancing student engagement and ownership by allowing students to have choice in assignments, when possible, differentiating instruction, and scaffolding support. Recognizing that students at all grade levels will have asynchronous and independent learning opportunities, teachers will aim to develop students' self-regulation and time management skills. Teachers will continue to modify

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and enhance instructional tactics for ELL and Special Education students to address their needs and boost their engagement in learning.

Assessment

Assessment of student progress is a critical aspect of the learning process in the hybrid learning environment. Pre-assessments will be developed in every grade level/course to understand where students are in their learning and inform instruction with a focus on what students need to know within their curriculum units. Previous student performance data, including grades and state, benchmark, and course assessments will also assist teachers in planning instruction.

While teachers will be able to use some of the same formative and summative assessments as with full in-person instruction, others will need to be modified and adjusted for hybrid learning. Asynchronous tasks and assignments will be used for assessment purposes. For example, assignments, including written responses, video presentations, and slideshows may be submitted to demonstrate student learning. Projects and performance tasks may be used to integrate media and help students answer big picture and conceptual questions. Students may be asked to create reflection videos or pictures of their work as appropriate. Quizzes through Google Forms and other platforms may also be used to gauge student understanding. Posting responses in a Google Doc or a secure forum or blog may be incorporated. Teachers will provide plans, guides, and checkpoints to ensure that students know what they need to submit and when they need to do so.

Assessment of student understanding may also be done through discussion and interaction in the classroom and via live video conferencing. Live question/answer and discussion will provide information about student understanding and will guide teachers' instructional decisions. Teachers will be able to check for understanding in real-time using the response and chat tools available in Google Classroom, other Google applications, and Zoom. Teachers will be able to administer oral assessments during a live video conference within small group and individual conferences. Regardless of the assessment tools used, consistent and meaningful feedback on individual student work will be a part of the hybrid learning program. It is important to note that this list of asynchronous and synchronous assessments is not exhaustive and teachers have the flexibility to incorporate assessments that are the most beneficial for their courses and grade levels.

Professional Development

Ongoing professional development and learning for staff is an integral part of the district's reopening plan. Staff members will participate in district, school, grade level, and department training prior to and during the school year in order to maximize student learning and growth in a safe, positive, and supportive school environment. The professional development plan was developed with teacher, student, and parent survey data from the spring of 2020. Collaboration among administration, teachers, department heads, parents, and community members during the summer of 2020 also contributed to the development of the plan. Student progress and

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achievement and social-emotional needs from the 2019-2020 school year also informed the plan. The following goals will assist teachers in attending to the needs of students during the 2020-2021 school year:

1. Ensure the health and safety of students and staff through training and adherence to protocols for the operations of the schools and classrooms.
 - a. Focus on student safety needs and related protocols
 - b. Focus on staff safety needs and related protocols
2. Collaborate to build understanding regarding the importance of social and emotional learning (SEL) in order to enhance the ability of students to set and achieve goals, develop and maintain positive relationships, and make responsible decisions; to implement appropriate SEL strategies and assess the impact on both the students and the culture and climate of the school community as a whole.
 - a. Review the SEL competencies: Self-Awareness, Self-Management, Social Awareness, Responsible Decision Making, and Relationship Skills
 - b. Review and integrate the Resource Guide for SEL implementation
 - c. Focus on self care for staff and support so that they are equipped to help the students
 - d. Building these skills in students to support long term emotional and academic health
 - e. Plan for the development of relationships and a positive transition during the first days and weeks of school
3. Promote Student Mental Health through trauma-informed practices.
 - a. Understand the difficulties experienced by all stakeholders during the crisis and how those difficulties may manifest themselves as students return to school
 - b. Identify and handle signs of distress in students
 - c. Know when to approach others for assistance
4. Review and adapt curriculum scope, sequence, and learning outcomes to focus on the most essential standards, skills, and content.
 - a. Implement collaborative teams for horizontal articulation
 - b. Coordinate vertical articulation
 - c. Use a framework for review, changes, and mapping curriculum
5. Enhance state standards-based online and hybrid instruction and assessment.
 - a. Use synchronous and asynchronous instructional tactics effectively
 - b. Engage all students in in-person, online, and hybrid environments
 - c. Identify student progress and move students forward in learning
 - d. Design assessments for diagnosing students' needs and planning instruction
 - e. Adapt instruction and assessment for Special Education students and English Language Learners
6. Enhance the use of technology applications and resources.
 - a. Videoconferencing

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- b. Instructional video creation
 - c. Google Applications
 - d. Google Classroom
 - e. Google Classroom combined with Seesaw
 - f. Online platforms
7. Continue to support teachers in implementing programs and instructional practices for Special Education students, including within the elementary co-teaching model.
- a. Support instruction for in-person, remote and hybrid
 - b. Focus on engagement
 - c. Collaborate with regular education teachers
 - d. Continue training and support for co-teaching model
 - e. Provide dyslexia training for staff
8. Continue to support teachers in implementing programs and instructional practices for at-risk, low performing, and English Language Learners.
- a. Support instruction for in-person, remote and hybrid
 - b. Focus on engagement
 - c. Collaborate with regular education teachers
 - d. Provide dyslexia training for staff

In order to attain the identified professional development goals, administrators, department heads, and teachers will plan for remote, in-person (as permitted by state regulations), and hybrid learning opportunities as follows:

1. Prior to the school year:
- a. Provide teachers with a framework for reviewing and adapting curriculum, instruction, and assessment
 - b. Provide teachers with horizontal curriculum maps for planning purposes
 - c. Provide optional training via video tutorials and live video conferences and webinars
 - d. Provide new teacher training for Technology Bootcamp and Essential Elements of Instruction
 - e. Create and publish a Google Site for professional development which includes goals, presentations, videos, webinars, and professional articles and research
2. September 1st:
- a. Provide the traditional opening-day message by the Superintendent via written communication
 - b. Provide the traditional new teacher introductions via a recorded video
 - c. Principal meetings will include training on health and safety protocols; video tutorials will be incorporated when possible with teachers attesting to their understanding and agreement

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- d. Teachers will be afforded time for individual needs and classroom set-up
 - e. Curriculum, Instruction, Assessment - horizontal articulation and collaboration (all staff, meet by grade/department)
3. September 2nd:
- a. Social-Emotional Learning training - 60 minutes (all)
 - b. Curriculum, Instruction, Assessment - vertical articulation and collaboration (all staff, meet by grade/department)
 - c. Technology training (mandatory for certain topics/grade levels and by choice for others)
4. September 3rd:
- a. Mental Health/Trauma training - 90 minutes (all staff)
 - b. Curriculum, Instruction, Assessment - horizontal articulation and collaboration (all staff, meet by grade/department)
 - c. Training for mental health team to support work with students in Tier 2 and 3 levels of intervention
 - d. Technology training (mandatory for certain topics/grade levels and by choice for others)
5. Follow-Up during the school year - all goals will continue to be addressed throughout the school year via the following means:
- a. Faculty meetings (monthly)
 - b. Grade Level meetings (monthly)
 - c. Department meetings (monthly)
 - d. Grade level/department/school in-district PD days (if permitted)
 - e. Additional training via video tutorials or live conference/webinar ongoing
 - f. Plan follow-up days by department and/or grade-level
 - g. Implement Tech Core teams (SB and AWR, MS/HS if needed)
 - h. Implement Data teams (all schools)
 - i. New teacher training follow-up and Suicide Prevention training
 - j. Individual teachers and teams/departments may attend virtual training according to contract and via Title II requests
 - k. Ongoing dyslexia training provided during the year

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Appendix L

Scheduling of Students

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

- a. School Day
- b. Educational Program

Building Schedule

Grades K - 6 will follow a Hybrid Model with 4 Groupings (A and B groups determined by families)

- A Group: Half the class students A - L (*Students who do not have siblings may be moved to a different in-school group to balance out groupings)
- B Group: Half the class students M - Z (*Students who do not have siblings may be moved to a different in-school group to balance out groupings)
- C Group: Remote only students due to an eligible medical condition or parental request following district-issued guidelines.
- D Group: Pre-K (AWR only), Kindergarten, and LLD classes

Pre-K, Kindergarten, and LLD classes (Group D) will attend school daily and follow their regularly scheduled daily sessions. The Kindergarten classrooms will be relocated (if necessary) to larger classroom spaces to accommodate the class size with appropriate social distancing measures in place. Depending on class size, Reading Specialists may be assigned to each Kindergarten section and co-teach this section with the Kindergarten teacher.

Grades 1 - 6 (Groups A and B) will receive instruction from 8:30 a.m. - 12:30 p.m. (in person) and 1:30 p.m. - 3:00 p.m. (remotely). These students will alternate days with an every other day rotation. Groups

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A/B will either be in person with direct teacher contact or at home working remotely while utilizing platforms such as Zoom and Livestream connectivity.

Students in Group C will be full-time remote students. All remote students will be provided with a set daily schedule following the guidelines outlined below. Adjustments may be made based on the # of students in this group, remote teacher availability, and student learning needs.

The schedule will be:

- PreK: AM class - 8:40-11:06; PM class - 11:50-2:20 , Full Day Pre-K 8:40 a.m. - 2:30 p.m. (AWR only)
- K: AM class - 8:30-11:26; PM class - 12:10-2:56
- Grades 1- 6 - 8:30-12:30 p.m. and 1:30 p.m. - 3:00 p.m.

Instructional Approach

Groups A and B: Alternating Groups A/B will either be in person with direct teacher contact or at home working remotely while utilizing platforms such as Zoom and Livestream connectivity.

A weekly designated schedule will be established ahead of time by the homeroom teacher so students working remotely know when to sign on and view the scheduled mini-lessons. This schedule will be posted in Google Classroom.

All students will participate in mini lessons either in person or through Zoom. Following live instruction, students at home will be able to complete their assignments independently while students in the class will complete assignments with assistance from the teacher as needed while maintaining social distancing, hence offering synchronous and asynchronous opportunities. This will apply to all classes on the schedule, including Special Area classes, where students will be able to view in person as well as remotely from home.

Afternoon learning will begin at 1:30 PM including both A and B groups for extended ELA lessons, extended Math lessons, extended Social Studies lessons (Grs. 5 and 6 only), and extended Science lessons (Grs. 5 and 6 only). All students will log on during the afternoon extended learning periods as per the designated scheduled times. These schedules will be provided to students and parents each week and posted in Google Classroom.

Office Hours will provide the teacher with the opportunity to connect with students to reinforce concepts, provide remediation and/or enrichment for the student(s), and address any questions pertaining to

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concepts/topics taught that day. The teacher will provide a specific schedule so students and parents are aware of who they will be working with during that time.

C Group: Remote students will be instructed entirely remotely at home by designated teachers per the schedule above.

A weekly designated schedule will be established ahead of time by the assigned teacher and posted in Google Classroom so students working remotely know when to sign on and view the scheduled mini-lessons.

All students will participate in mini lessons through Zoom for all subject areas. Following live instruction, remote students will be able to complete their assignments independently. This will apply to all classes on the schedule, including Special Area classes, where students will be able to view remotely from home.

Afternoon learning will begin at 1:30 PM for Group C learners. This learning will focus on extended ELA lessons, extended Math lessons, extended Social Studies lessons (Grs. 5 and 6 only), and extended Science lessons (Grs. 5 and 6 only). All students will log on during the afternoon extended learning periods as per the designated scheduled times. These schedules will be provided to students and parents each week and posted in Google Classroom.

Teacher Office Hours will be held for remote students. These hours will provide the teacher with the opportunity to connect with students individually and/or in groups to reinforce concepts, provide remediation and/or enrichment for the student(s), and address any questions pertaining to concepts/topics taught that day. The teacher will provide a specific schedule so students and parents are aware of who they will be working with during that time.

D Group: Pre-K students, Kindergarten, and Self-contained LLD students will follow their daily programming schedule and attend school daily.

Departmental and Special Area Classes

All 5th and 6th Grade departmentalized teachers will travel to each homeroom to teach their classes. Students will not switch classrooms.

Because special area classes are vital to the social and emotional well being of many students, they will be taught in-person. Some classes, such as chorus, band, STEM, and PE, may require alternative lesson plans to limit contact and the sharing of supplies, and to reduce the spread of respiratory droplets.

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PE will be held outside (weather permitting). Masks may be removed outside as long as students are 6 feet apart and participating in physical activity. Transitioning routines and routes for entering and exiting the PE location will be used to limit coming into contact with other classes. If inclement weather, PE classes will be held in the cafeteria or individual classrooms. Masks will be worn.

Art, Music, Library, STEM, Writing Lab (Gr. 6 only), and Spanish Classes will be held in the homeroom classes. Larger rooms like the cafeteria and library may also be available for use for some special area classes to allow for more social distancing.

High School/Middle School

New Providence High School and Middle School hybrid model is designed to be a modified day for in-person teaching. Students will be broken into two groups, (A & B) daily, so that the building capacity is at fifty percent to safely socially distance students. The expectation daily for remote learning students, will be to follow their class schedule and Zoom video conference into the in-person classrooms. During the PM Zoom sessions, which will rotate daily, all students (A, B, C & D) are required to participate in Zoom classroom virtual sessions. There will be four groups of students: Group A: Approximately half the student population in each school. Group B: Approximately half the student population in each school. Group C: Remote only students. Group D: Program-Based Students (LLD and ELL).

New Providence High School

Period	Time	Length (mins.)
HOMEROOM	7:35-8:00	25
1	8:00-8:32	32
2	8:37-9:09	32
3	9:14-9:46	32
4	9:51-10:23	32
5	10:28-11:00	32
6	11:05-11:37	32
7	11:42-12:14	32
8	12:19-12:51	32

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Lunch (*travel time included)	12:51-1:51	60
PM Zoom sessions will rotate on a daily basis		
Zoom 1/2		
1 (Zoom)	1:51-2:21	30
2 (Zoom)	2:24-2:54	30
Zoom 3/4		
3 (Zoom)	1:51-2:21	30
4 (Zoom)	2:24-2:54	30
Zoom 5/6		
5 (Zoom)	1:51-2:21	30
6 (Zoom)	2:24-2:54	30
Zoom 7/8		
7 (Zoom)	1:51-2:21	30
8 (Zoom)	2:24-2:54	30

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New Providence Middle School

Period	Time	Length (mins.)
HOMEROOM	7:35-8:00	25
1	8:03-8:32	32
2	8:37-9:09	32
3	9:14-9:46	32
4	9:51-10:23	32
6	10:28-11:00	32
7	11:05-11:37	32
8	11:42-12:14	32
9	12:19-12:51	32
Lunch (*travel time included)	12:51-1:51	60
PM Zoom sessions will rotate on a daily basis		
Zoom 1/2		
1 (Zoom)	1:51-2:21	30
2 (Zoom)	2:24-2:54	30
Zoom 3/4		
3 (Zoom)	1:51-2:21	30
4 (Zoom)	2:24-2:54	30
Zoom 6/7		
6 (Zoom)	1:51-2:21	30
7 (Zoom)	2:24-2:54	30

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Zoom 8/9		
8 (Zoom)	1:51-2:21	30
9 (Zoom)	2:24-2:54	30

Instructional Approach- Teachers will plan to move students forward so that the current curriculum is effectively being implemented. Teachers will plan lessons cognizant of the fact that they will have group A students in class and group B students remote at home. Teachers will have access to Zoom video conferencing during class time via their iPads so that the remote group (at home) students can zoom into the classroom. Teachers will also utilize the collaborative tools on Google Apps for Education so that students in both groups can work together.

Teachers will be responsible to teach their course schedule in a traditional eight- period modified day. Teachers will be given a common lunch period that coincides with the students. Beginning at 1:51 p.m., all teachers will utilize Zoom on a structured afternoon schedule where they will meet with their entire class (Group A, B, C & D). These Zoom meetings will be mandatory for teachers and students. Group C students will follow their schedule daily by logging into their classrooms, following the bell schedule, via Zoom video conferencing. Attendance will be taken for each class in accordance with our attendance policy.

During the PM Zoom session, teachers will use the time as they see best fit to meet the needs of their students. We will provide autonomy for the teachers based on the needs of that individual class/students and curriculum.

- Extension of the AM lesson.
- Extra help for students on skills, concepts, and objectives.
- Teacher reinforces key information/content from the AM lesson.
- Teacher checks for student understanding/informally assesses the students/small benchmark assessments.
- Teacher opens up a portion of the session for student questions- Q & A.
- Sample problems, scenarios, and exercises based on AM objectives taught.
- Collaborative small group work (break-out rooms) based on AM objectives.
- Providing additional information and instructions for assignments/homework.
- Starting with some instructions and then leaving Zoom link open for students to come and go as needed.
- Wrapping up big ideas/objectives from the week and/or forecasting the following week's objectives.
- Opportunity for SpEd teachers to meet separately with IEP and 504 students for small group instruction.

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- Advantage - Increased focused contact time (although virtually) with students over the 4 day rotation.
- Advantage - scheduled time for students/provides more structure (easier to sell to the community).

LLD 4 & 5 students 7-12 will be in school at 100% capacity for the full day. All other special education students will be in either group A , B or C.

While in the building, electives (HS) and mod electives (MS) will run as per a students/teachers schedule. With respect to physical education, current best practices indicate that students should be told to wear appropriate clothing and footwear to school each day so as to allow for physical education to take place each day without any access to locker rooms. Physical education activities will follow the guidelines put forth by the NJDOE, NJAPHERD, and/or NJSIAA. Considerations to modifications in instruction will be developed as a result of the aforementioned guidelines (i.e. sharing of equipment, student social distancing, use of masks, etc.). Safety measures will be put in place for hands-on practical arts classes. The use of disinfectant spray and wipes will be used between activities and classes.

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Appendix M

Academic, Social, and Behavioral Supports

Academic Support- Teachers will continue to provide academic support to their students during office hours.

Social and Behavior Supports

Essential Questions

1. What needs will our students demonstrate in returning to school?
2. What do parents need to know to support our students in their return?
3. What needs will our staff have in returning to school and supporting students?

Areas of Potential Concern

Students:

- Anxiety about returning to school
- Reluctance to return
- Fear of catching disease
- Fear of school health efforts (wearing masks, seeing others in masks)
- Change in schedule (sleep routines, eating routines, pace of day)
- Social distance from peer/friend groups
- Difficulty in louder areas/near larger groups of people as they become reacquainted
- Support while learning at home
- Concerns about academics
- Child Abuse
- Behavioral issues as children acclimate to the structure and expectations of returning to school and adjust to a rotating and/or half day schedule
- Managing online learning and in person learning simultaneously

Parents:

- Fear of student illness and their own risk to COVID exposure
- Concern over school safety procedures
- Concern over regression/loss of academic progress
- Difficulty in managing alternative scheduling and childcare

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- Job loss and food insecurity
- Keeping their children academically engaged while managing their job responsibilities
- Domestic violence

Staff:

- Fear of infection
- Anxiety over student contact and ability for students to adhere to safety protocols
- Struggle managing noisy/busy environments
- Uncertainty regarding plan
- Concern over risk to selves/family
- Worry over catching students up academically
- Managing work and home life
- Ability to address student and parent concerns
- Managing online learning and in person learning simultaneously

Necessary Components

While the concept of providing mental health support to stakeholders requires a detailed look at the services and interventions that can be provided reliably by our support staff, it is also important to remember that a successful transition plan must include contributions by all staff at both a building and a district level. Specific interventions and supports will be rendered more effective if the overall organization understands its role in supporting the safe reintroduction of students into an in-person learning environment. Ultimately, it is the responsibility of all stakeholders, including administration, teachers, custodians, support staff, students, and parents to work together to create a supportive environment in which all can be successful. The following supports and recommendations are considered essential in order to fully integrate a response to this period of crisis:

- District-wide:
 - Communication: Detailed description of expectations, plans and procedures. Opportunity to have questions and concerns heard and responded to, for all stakeholders
 - Training: Professional development days moved to start of school year
 - Supportive Training: Training for staff in principles of SEL for student and personal growth, Psychological First Aid for recognizing negative symptoms in ourselves and our students, and a review of policies and procedures regarding what to do should they have concerns.
 - Professional development/support: opportunities for staff to collaborate on academic lessons in person and remotely, training in the use of educational technology, additional support from building administration and department

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heads to help meet expectations, both during the first PD days, and continuing throughout the school year.

- Knowing that there are clear expectations are present, and that appropriate tools are available and familiar, will help inspire a sense of calm in most staff.
- Additional support for mental health staff, including refresher/enhanced training on trauma and telehealth counseling.
- Resources for Parents: Creation of web page/e-mailings that contain supportive resources for parents to help manage their own anxiety and prepare students to return to school.
- Building Level:
 - Maintenance of clear routines and well-defined, consistent priorities
 - Presence of protective measures: visual evidence of intensive cleaning, safety procedures, social distancing measures (including pick up and drop off).
 - SEL strategies embedded into classroom: focus on calming and self-regulating, importance of working together as a team, developing resilience (for students and staff)
 - Counseling support: group and individual sessions (group sessions may be virtual in nature to comply with social distancing restrictions) for staff and students to address specific COVID and/or hybrid-learning related issues, in addition to increased incidences of school phobia and generalized anxiety.
 - Highlighting of the benefits of returning to school: fun videos, positive messages, creative classroom strategies to involve students.

Professional Development/Training

- Key topics for PD during the first three in-service days
 - Social and Emotional Learning: For teachers at all levels, this training should acquaint teachers with the five SEL competencies recognized by the state: Self-Awareness, Self-Management, Social Awareness, Responsible Decision Making, and Relationship Skills.
 - Teachers will be introduced to SEL concepts using the [Resource Guide](#) developed by the in district SEL committee
 - Discussion on how to build these skills in students to support long term emotional and academic health.
 - Focus on self care for staff: Highlighting the importance of supporting staff so that they are better equipped to help the students.

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- Trauma-informed practices: Assisting staff in understanding the difficulties experienced by all stakeholders during this time of crisis, and how those difficulties may manifest themselves as students gather for the first time.
 - Identifying and handling signs of distress in students
 - Knowing when to approach others for assistance
 - Additional intensive training to be presented to members of the mental health team to support their work with students in the Tier 2 and 3 level of intervention.
- Creation and development of relationships within the classroom over the first few days of school.
 - A sense of community in the classroom motivates students to participate and engage, while helping them feel safe to learn and grow both individually and collectively.

Delivery of Plan Elements

- Tier 1 Supports for Students: Universal/General Support (75-90% of all students):
 - This tier represents a general focus that is appropriate and relevant for all students and staff. Most of the interventions utilized here are provided by the classroom teachers, and are embedded in quality teaching strategies. This level of intervention focuses on building strengths and preventative strategies, as well as identifying students and staff who are at risk and in need of further intervention.
 - Maintenance of a positive school culture and climate
 - Purposeful teacher instruction in SEL strategies
 - A focus by teaching staff, especially in the beginning of the school year, on relationship-building within the class cohort.
 - School counselor-led classroom lessons at the elementary and at the middle school level
 - Professional development for all teaching staff in principles of social and emotional learning
 - Establishment of web-based resources for staff, parents and students aimed at assisting in the transition back to in-person instruction.
 - School Counselors and CST personnel provide regular check ins with teachers to identify students in need of further intervention.
- Tier 2 Supports for Students: Small Groups (10-25% of all students)
 - This tier represents a further layer of support targeting those students who continue to struggle despite the whole class efforts represented above.

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- Supportive group interventions provided by members of the School Counseling Department, Crisis Counselor, or CST
 - Follow up contact with parents and teachers to coordinate supports
 - Professional development for staff involved in these mental health practices in the area of trauma informed interventions.
- Tier 3 Supports for Students: Individualized Support (less than 10% of all students)
 - For the most involved or at risk members of the school community, this group is provided with the most intensive supports and interventions.
 - For students who do not respond to Tier 1 or 2 supports
 - One-on-one support and strategies that are typically more frequent or intense in nature
 - Follow up provided to parents, teachers, and administrators to ensure consistent plan implementation
 - May involve coordination with outside community mental health resources to ensure student safety and ongoing support

Community Outreach

- Online resources:
 - These are intended to help the community prepare students for a return to school, and will be maintained on the District website.
 - Topics will include:
 - Transitioning back to school
 - Anxiety reduction/easing fears
 - Practicing social distancing
 - Important hygiene practices
- Parent Night Q/A session:
 - To be held in Mid-August and delivered by an outside expert with the support of District personnel
 - How to prepare students to return: Importance of maintaining routines, sleep schedules, etc.
 - How parents can manage their own stress and anxiety over the return to school.

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Appendix N

Athletics

This school district should include in Appendix P the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section B.7.

*The New Providence School District will follow all guidance and protocols as required by the NJSIAA.

The NJSIAA has pushed back the official start to the fall athletics season via their [“Return to Play Update - Model 1.”](#) The official start date for fall preseason will now be September 14, 2020 for all sports. The Pre-season will run through September, with games/matches beginning for tennis on September 28th, for football on October 2, 2020, and for all other fall sports on October 1, 2020.

The NJSIAA’s rationale for modifying the fall season in such a manner is described below:

“The Task Force recognizes that returning to school is the main priority and that all student-athletes should acclimate to the classroom before they begin their fall sports season. By delaying the start of practices until after the school year begins, schools will have the opportunity to open their buildings and work through the logistics of their modified school day before extra-curricular activities start. By reducing the length of the season, student-athletes will not only have the opportunity for participation but will have more time to focus on their academic requirements. Leagues and conferences have the ability to amend their schedules for regular season competitions with a focus on keeping athletics local. There is no model that eliminates all risks, but a reduced season will naturally lead to a reduced amount of competition, which minimizes the risk of infection or spread by exposure to many different teams and schools. The COVID-19 pandemic has affected every school district differently. This fall season will focus on providing athletic opportunity, engagement and participation – not winning championships. In order to focus on the Restart of School and to level the playing field athletically, there will be no state-wide, postseason competition under this delayed start model.”

From Saturday, August 29, 2020, through Sunday, September 13, 2020, fall coaches only may have *virtual contact* with their student-athletes. Therefore, there may be no in-person practices,

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scrimmages or games during this two week timeframe. As mentioned above, this time will allow our student athletes to focus on their academics and the return to school via the New Providence School District's hybrid school model before beginning any official athletic commitments. For more information from the NJSIAA as it pertains to their Return to Play Model 1 - please view this [video](#).

Beginning on September 14, 2020, the fall season will officially begin. As per the NJSIAA's Model 1 guidance, *"Once regular season practices commence on September 14th , all practices will be run in accordance with local school district policies."* As such, the New Providence Athletic Department has developed its own procedures for the return of fall athletics, utilizing the [recommendations of the NJSIAA Medical Advisory Task Force](#) as its guide.

In order to return to athletics this fall and put our athletes, coaches, and community in the safest environment possible, the following critical areas are being addressed:

1. Screening
2. Positive COVID-19 Procedures
3. Face Coverings
4. Locker Rooms/Restrooms/Weight Room
5. Hygiene
6. Practices/Game Procedures/Post Practices
7. Sports Equipment
8. Transportation
9. Fan Attendance
10. Athletic Trainer's Office

Critical Area #1: Screenings:

- Student athletes will be screened each day, prior to being cleared to enter the practice area, game field, or travel on a bus to an away game.
- Coaches: Completion of required mandatory self-screening form prior to arriving at practice or the game each day. Any answer of "Yes" on this form will require that the coaching staff member stays home and sees a doctor for clearance prior to returning to coaching.
- Student Athletes - Screening performed each day prior to practice/game/travel:
 - Students will provide a verbal response to questions and receive a physical temperature check.*

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- *Students who exhibit an elevated temperature may need to be held in a cool-down area and re-checked in 15-20 mins. This might be particularly applicable on a hot day and/or if they walked/biked to school.
- Coaches will be provided with non-contact thermometers and proper PPE in order to conduct the daily screenings for their respective teams each day.
- Upon failing a screening (either due to elevated temperature or presenting signs or symptoms of COVID-19), the student athlete/coach will be separated from the screening area and the athletic trainer will be contacted and the parent/guardian will be called to immediately pick up the student. The student/coach must have medical clearance from a doctor (MD or DO) to return to school/practices or may return to school/the team following isolating for at least 10 days after onset of symptoms, and may be released from isolation if their symptoms have improved **AND they have had no fever, without the use of medicines for at least 24 hours.**
- If someone in the household tests positive, the student/coach should follow the quarantine protocol of 14 day school/team exclusion.

Critical Area #2: Positive COVID-19 Procedures/Contact Tracing:

- In the case of a positive COVID-19 test the following steps must be taken:
 1. The athletic trainer will notify the director of athletics and school nurse.
 2. The school nurse will notify the building principal.
 3. Building principal will notify central administration.
 4. The school nurse (in coordination with the athletic trainer, coach, and director of athletics) will report necessary information with the appropriate health authorities.
 5. The building principal - in consultation with the superintendent - will be responsible for all communication of positive tests with parents/guardians and staff.
 6. All media contact or news releases concerning the student-athlete or the event will be handled by the Superintendent. All information concerning the student/staff member will be considered strictly confidential.
 7. Any student or staff member who tests positive for COVID-19 must remain in isolation for at least 10 days after onset of symptoms, and may be released from isolation if their symptoms have improved **AND they have had no fever, without the use of medicines for at least 24 hours.**
 8. Stakeholders will be informed of potential exposure in a timely manner as information becomes available.

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- Follow direction of local health authorities for needs as it pertains to their contact tracing procedures.
- Draft letter (nurses in correspondence with school physician and local department of health) on file to be used in event of positive tests (to be distributed to NPSD families and staff).
- Adhere to all applicable federal and state requirements regarding privacy of educational records (e.g. FERPA).

Critical Area #3: Face Coverings:

- Coaching staff members and school personnel are required to wear face coverings at all times (unless doing so would inhibit the individual's health).
 - Exceptions:
 - Doing so would inhibit the individual's health
 - The individual is in extreme heat outdoors
 - The individual is eating or drinking (must be at least 6 feet apart from peers/staff).
 - A coach is engaged in high intensity physical activity during practice (i.e., tennis coach hitting back and forth with a student athlete, cross country coach running with student athletes, etc.)
 - Coaches must maintain physical distance of no less than 6 feet from all student athletes when engaging in physical activity that would require them to not wear their mask.
- Student athletes are required to have a face covering on their person at all times. Student athletes are expected to wear their face covering at all times in which they are not engaged in high intensity activities (i.e., before and after practice, during warm-ups and cool-downs, while receiving instructions on a drill, technique, or play, while waiting to begin an activity, etc.).
 - Exceptions:
 - Doing so would inhibit the individual's health
 - The individual is in extreme heat outdoors
 - A student's documented medical condition, or disability as reflected in an Individualized Education Plan (IEP), precludes the use of face covering
 - A student is eating or drinking (must be at least 6 feet apart from peers/staff).

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- Face coverings for coaching staff and students are to be cloth face coverings as recommended by the CDC. Face shields are not a replacement for a face covering (as per the current CDC guidelines)

Critical Area #4: Locker Rooms/Restrooms/Weight Room:

- Locker rooms will not be available to any student athletes for the duration of the fall season (to be reevaluated following the fall season).
- Students will report to practice/bus/game each day dressed and prepared for that day's activities.
- Students will take all equipment home following that day's practice/game, and must regularly wash/sanitize all equipment upon returning home each night.
- Coaches will have access to the coaches locker rooms in order to change following the school day and be prepared for practice. Coaches must adhere to social distancing at all times within the coach locker rooms. Coaches must wear masks at all times.
- Student athletes will be permitted to use the restrooms as needed. Coaches will send only one student athlete at a time to the restroom from their respective teams.
 - To the fullest extent possible, appropriate social distancing shall be maintained, when more than one student-athlete is in the restroom.
 - Face coverings are to be worn at all times in the restroom (unless doing so would inhibit the individual's health).
- The NPHS/NPMS weight room will remain closed until further notice.
 - Should the governor allow for the reopening of indoor gyms, this practice will be reevaluated at that time.

Critical Area #5: Hygiene:

- Students and staff should make every effort to wash their hands as often as possible, including before and after each day's practice/game.
- Hand sanitizer will be accessible at all times via each team's provided medical kit.
- Student-athletes shall wear their equipment to the practice/game and shall return home in the same equipment.
- There shall be no spitting, chewing seeds, or gum during practices or games.
- Students will be reminded to regularly wash and sanitize their athletic equipment in between practices and games

Critical Area #6: Practices/Game Procedures/Post-Practices:

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- During all workouts, coaches and staff are reminded to be alert for any students exhibiting signs of distress regarding mental health secondary to the COVID-19 pandemic.
- Whenever possible/applicable, students will maintain social distancing during practice. This includes on the sideline, while watching a drill, and participating in certain drills that will allow for proper distancing.
- Social distancing (even on benches/sidelines) may not be possible at any time during formal athletic contests (as a result of bench and sideline restrictions). Students are to wear an appropriate face covering while on the bench/sideline of a game at all times. The facemask may be removed when the student enters the game himself/herself.
- All NJSIAA Heat Guidelines/Policies are to be followed at all times. The athletic trainer will be responsible for monitoring the heat during practices and games.
- Student athletes are expected to bring their own water (at least 32 oz) to each practice/game. Water will be available via water coolers in case of an emergency. All individual water coolers/bottles must be clearly labeled with the student's first and last name.
- Students are to maintain social distancing when arriving and leaving practice locations, wearing their masks at all times.
- Any program who watches game film together (of themselves or their opponents) must do so following all social distancing requirements from the school day. This includes requiring that all students are in masks at all times, and that all students remain at a distance of six (6) feet from one another (utilizing the appropriate and designated desks from each school day).
 - Programs will break up film sessions into smaller groups in order to adhere to these guidelines.
 - Programs may only run film sessions for specific teams (i.e. varsity only) in order to adhere to these guidelines.

Critical Area #7: Sports Equipment:

- Each student-athlete shall bring individual water bottles (at least 32 oz.) to each workout for his/her own personal consumption. There shall not be any trading or sharing of water bottles.
- All sports equipment and touchpoints (e.g., balls, benches, agility cones, ladders, clipboards, etc.) must be cleaned and disinfected after each workout with EPA approved cleaners and disinfectants against COVID-19.

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- Students should wear their own appropriate workout clothing to practice (do not share clothing) - individual clothing/towels should be washed and cleaned after every workout.

Critical Area #8: Transportation:

- Buses will be mandated to have students in masks for the duration of all trips, as social distancing to the fullest extent (6-feet apart for all, which would allow only 11 passengers to ride on a 54 passenger bus) will generally not be possible.
- Students will be distanced to the greatest extent possible at all times on buses.
- Parents will have the option to drive their children to these events/activities (should they choose) utilizing the school [district form](#) and policy sign off when doing so. This will help to lower total numbers on buses when applicable.

Critical Area #9: Fan Attendance:

- Access to practices/workouts must be limited to student-athletes, coaches, and appropriate school personnel. Parents are not permitted to remain on site during these workouts (those picking up should do so at the conclusion of each day's practice session).
- Guidance on fan attendance at games/matches is expected to be provided prior to the start of the fall season from the state and/or county (conference) level. To date, this guidance has not been finalized/shared.
- All eventual capacity guidelines will be followed to the fullest extent.
- In the event that fans are permitted to attend athletic contests, all visitors are required to wear face coverings at all times (unless doing so would inhibit the individual's health or the individual is under two years of age). All potential fans will be required to adhere to proper social distancing (minimum of 6 feet) at all times (the exception being one's immediate household members).

Critical Area #10: Athletic Trainer's Office

- Student-athletes will be required to make an appointment with the athletic trainer for an evaluation. Procedures for making an appointment will be shared with all athletes via their respective team Google Classroom pages.
- To keep student-athletes from congregating outside of the athletic training office, waiting spaces in the hallway will be clearly marked 6 feet apart.
- Immediate injury evaluations will not require an appointment and will take precedence over existing appointments if necessary.

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- If an injury occurs on a field/court/track, all student-athletes (with non-emergent needs) must exit the athletic training office so that the athletic trainer can attend to the immediate injury.
- There shall be no more than 4 people allowed in the athletic training office at a single time, including the athletic trainer.
- The athletic training office will be arranged so that all treatment tables are spaced 6 feet apart. The athletic trainer's desk will also be spaced 6 feet from the treatment tables.
- Treatment tables will be sanitized between each patient.
- Medical equipment and touched surfaces (e.g. foam rollers, the station holding gauze, bandages, etc) will be sanitized between each use.
- The athletic trainer will wear gloves during each patient encounter. Gloves will be changed after each patient encounter. The athletic trainer will wash her hands between patient encounters.
- Patients shall wear face coverings in the athletic training office at all times (unless doing so would inhibit the individual's health).
- The athletic trainer will wear a face covering at all times (unless doing so would inhibit the individual's health).

It is important to note that all of the above procedures and guidelines are subject to change, as guidance from the Governor, NJDOE, NJDOH, and/or NJSIAA may adjust due to the fluidity of the Covid-19 pandemic. Furthermore, the [NJSIAA has announced](#) that its Covid-19 Medical Advisory Task Force and its Covid-19 Sports Advisory Task Force will continue to meet and will look to provide further guidance to its member schools by mid-August in regards to “resources for the virtual contact period, as well as COVID-19 related recommendations for the regular season.” Should these recommendations necessitate the above guidelines changing in any manner, those amendments will be communicated to all stakeholders.

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CHART OF USEFUL LINKS

Conditions for Learning		
Section	Title	Link
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President's Plan for Opening American Up Again	Click Here
	Childcare, Schools, and Youth Programs	Click Here
	People Who Are at Increased Risk for Severe Illness	Click Here
	Considerations for Schools	Click Here
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	Click Here
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	Click Here
	When and How to Wash Your Hands	Click Here
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	Click Here
	What Bus Transit Operators Need to Know About COVID-19	Click Here
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	Click Here
	Handwashing (Printable Posters)	Click Here
Critical Area of Operation #5	Communicable Disease Service	Click Here
Section	Title	Link
	COVID-19: Information for Schools	Click Here
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	Click Here
	Guidance for Child Care Programs that Remain Open	Click Here
	General Business Frequently Asked Questions	Click Here

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Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	Click Here
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	Click Here
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	Click Here
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	Click Here
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	Click Here
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	Click Here
	RTI Action Network	Click Here
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	Click Here
Wraparound Supports	SHAPE	Click Here
	Child Care Resource and Referral Agencies	Click Here
	Coronavirus Resources for Mentoring	Click Here
Section	Title	Link
Food Service and Distribution	Benefits of School Lunch	Click Here
Quality Child Care	Child Care Resource and Referral Agencies	Click Here
	Division of Early Childhood Education	Click Here
Leadership and Planning		
Section	Title	Link
Scheduling	New Jersey Specific Guidance for Schools and Districts	Click Here

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Staffing	Mentoring Guidance for COVID-19 Closures	Click Here
	Educator Evaluation During Extended School Closure as a Result of COVID-19	Click Here
	Performance Assessment Requirement for Certification COVID-19 Guidance	Click Here
	Educator Preparation Programs and Certification	Click Here
Athletics	Executive Order No. 149	Click Here
	NJSIAA COVID-19 Updates	Click Here
	NJSIAA provides return-to-play guidelines – Phase 1	Click Here
	Guidance for Opening up High School Athletics and Activities	Click Here
Policy and Funding		
Section	Title	Link
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	Click Here
	NJDOE EWEG	Click Here
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	Click Here
Section	Title	Link
Purchasing	New Jersey School Directory	Click Here
	NJSTART	Click Here
	Division of Local Government Services	Click Here
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	Click Here
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	Click Here
Costs and Contracting	E-rate	Click Here

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	Technology for Education and Career (NJSBA TEC)	Click Here
Continuity of Learning		
Section	Title	Link
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	Click Here
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	Click Here
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	Click Here
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	Click Here
	Mathematics: Focus by Grade Level	Click Here
	Teacher Resources for Remote Instruction	Click Here
	NJDOE Virtual Professional Learning	Click Here
Section	Title	Link
Professional Learning	Distance Learning Resource Center	Click Here
Career and Technical Education (CTE)	Communicable Disease Service	Click Here
	Considerations for Schools	Click Here