



Local Educational Agency Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs

2023-2024

Updated July 15, 2023

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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,” a guidance document to assist New Jersey school districts to develop, in collaboration with community stakeholders, a plan to reopen schools in September 2020. 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 Passaic Board of Education Schools Restart and Recovery Plan has been developed to be consistent with the requirements in the NJDOE guidance, and provides for the safety of students and staff during this unprecedented time of a global pandemic.

The Restart Committee is comprised of sixty members from throughout the school system. Within the committee, there were five subcommittees that met independently to develop plans specific to grade levels. In addition to teachers, the committee included school-based and district-level administrators, operations, technology, and business office staff, and the leadership of the five labor unions. The committees focused on creating routines for the day, for all students when they are in-person at school, that are consistent with the ten critical areas of operation outlined in the NJDOE Guidance. In addition, the Restart Committee developed student scheduling options. The work of committee members led to the completion of the Schools Restart and Recovery Plan.

Parent focus groups also guided the development of this plan, and contributed to the design and structure of the remote learning component. Our parent focus groups contributed to both teacher and administrator understanding of the life of a family working under the auspices of home-based virtual instruction. The needs of students in different grade levels and with varied challenges were conveyed by focus group members, and will continue to guide our work with students.

In July 2022, the NJDOE readopted N.J.A.C. 6A:32, School District Operations, with amendments and new rules which includes updates to the components of a district’s LEA plan. The law provides for the continuity of instruction in the event of a public health-related district closure, by permitting LEAs to utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.A.C. 6A:32-13.1 & 13.2.

The Passaic Board of Education greatly appreciates the efforts of all those that contributed to the development of this plan.

The Passaic Public Schools Restart and Recovery Plan addresses four key subject areas to ensure equitable access and opportunity for all student populations:

- 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 Passaic Public Schools Restart and Recovery Plan identifies Ten Critical Areas of Operation:

- General Health and Safety Guidelines;
- Classrooms, Testing, and Therapy Rooms;
- Transportation;
- Student Flow, Entry, Exit, and Common Areas;
- Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms;
- Contact Tracing;
- Facilities Cleaning Practices;
- Meals;
- Recess/Physical Education;
- 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 Passaic Public Schools Restart and Recovery 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 Passaic Public Schools Restart and Recovery Plan.

Ten Critical Areas of Operation

- a. General Health and Safety Guidelines – Anticipated Minimum Standards Incorporated into the Plan
 - (1) In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:
 - (a) School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.
 - (b) School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning (i.e., remote, distance).
 - (c) The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.
 - (d) The Board promotes behaviors that reduce the spread of contagious disease such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.
 - (e) Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from any contagious disease, such as Covid-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:

- (i) Chronic lung disease or asthma (moderate to severe);
- (ii) Serious heart conditions;
- (iii) Immunocompromised;
- (iv) Severe obesity (body mass index, or BMI, of 40 or higher);
- (v) Diabetes;
- (vi) Chronic kidney disease undergoing dialysis;
- (vii) Liver disease;
- (viii) Medically fragile students with Individualized Education Programs (IEPs);
- (ix) Students with complex disabilities with IEPs; or
- (x) Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

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

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

- (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including: wearing a face shield with a facemask, 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) Whether social distancing is easy or difficult to impossible, face coverings will be required for students, and face

coverings are always required for visitors and staff unless it will inhibit the individual's health.

- (3) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- (4) Use of shared objects should be limited when possible or cleaned between use.
- (5) 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.
- (6) 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, paper towels, and alcohol-based hand sanitizers (at least 60% alcohol).
- (7) 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 – Classroom, Test, and Therapy Rooms]

c. Transportation – Anticipated Minimum Standards Incorporated into the Plan

- (1) When the school district provides transportation services on a school bus and whether one is able or unable to maintain social distance, a face covering must be worn by all students.
- (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 – Transportation]

d. 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) Whether physical distancing (six feet apart) can or 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 – Student Flow, Entry, Exit, and Common Areas]

e. 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 5141.3 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:
 - (a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
 - (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
 - (c) Results must be documented when signs/symptoms of COVID-19 are observed.
 - (d) Any screening policy/protocol must consider students with disabilities and accommodations that may be needed in the screening process for those students.

- (2) The Board will adopt Board Policy 5141.3 regarding procedures for symptomatic staff and students, which shall include the following:
 - (a) Students and staff with symptoms related to any contagious disease, such as 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 and implement notifications as per the local health officials.
 - (c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of

Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:

- (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
 - (ii) Following current Communicable Disease Service guidance for illness reporting.
 - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
 - (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 Service's 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, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may

be impractical for young children or individuals with disabilities.

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

[See Appendix E – Screening, PPE, and Response to Students and Staff Presenting Symptoms]

f. 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 – Contact Tracing]

g. 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 3510 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. doorknobs, light switches, classroom sink handles, countertops).
 - (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
 - (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:
 - (i) Classroom desks and chairs;
 - (ii) Lunchroom tables and chairs;
 - (iii) Door handles and push plates;

- (iv) Handrails;
 - (v) Kitchens and bathrooms;
 - (vi) Light switches;
 - (vii) Handles on equipment (e.g. athletic equipment);
 - (viii) Buttons on vending machines and elevators;
 - (ix) Shared telephones;
 - (x) Shared desktops;
 - (xi) Shared computer keyboards and mice;
 - (xii) Drinking fountains; and
 - (xiii) School bus seats and windows.
- (e) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

[See Appendix G – Facilities Cleaning Practices]

- h. 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 three feet apart.

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

[See Appendix H – Meals]

i. 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 will be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.
 - (i) If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.

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

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

[See Appendix I – Recess/Physical Education]

j. 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.

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

The Passaic Public Schools will continue to provide SEL related strategies to support students, staff, and their families. By continuing with current grant funded plans, and reaching out to and offering counseling groups to students impacted by loss due to Covid-19, the Passaic Public Schools will support both the academic and emotional wellness of students.

b. Multi-Tiered Systems of Support (MTSS)

The Passaic Public Schools will continue to implement a continuum of interventions and supports to assist students with their emotional well-being.

c. Wraparound Supports

The Passaic Public Schools will continue to work with families and intervention teams that exist outside of the school day.

d. Food Service and Distribution

If the district is required to provide remote instruction, Passaic Public Schools will reestablish the food distribution centers that were set up at Schools No. 3, 6, 8, 19, 21, and Passaic High School. Students will continue to have access to breakfast and lunch, regardless of their status as attending in-person instruction or home-based virtual instruction.

e. Quality Child Care

The Passaic Public Schools will continue to work with providers to assist families with child care services.

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

B. Leadership and Planning

The Leadership and Planning Section Passaic Public Schools Restart and Recovery 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.

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 families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.
- e. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

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

- b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
- c. Members of the school teams should include a cross section of administrators, teachers, staff, and parents.
- d. Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.
- e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.
- f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:
 - (1) School Principal or Lead Person;
 - (2) Teachers;
 - (3) Child Study Team member;
 - (4) School Counselor or mental health expert;
 - (5) Subject Area Chairperson/Director;
 - (6) School Nurse;
 - (7) Teachers representing each grade band served by the school district and school;
 - (8) School safety personnel;
 - (9) Members of the School Safety Team;
 - (10) Custodian; and
 - (11) Parents.
- g. The Pandemic Response Team is responsible for:
 - (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.

- (2) Adjusting or amending school health and safety protocols as needed.
 - (3) Providing staff with needed support and training.
 - (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
 - (5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
 - (6) Providing necessary communications to the school community and to the school district.
 - (7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.
- h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]

3. Scheduling

- a. The Passaic Public Schools Restart and Recovery 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 (i.e., remote home-based instruction) 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 (i.e., remote home-based instruction) during limited periods throughout the school year due to a local or Statewide public health emergency; or when parents choose full-time remote home-based instruction; or when the Board decides that full-time home-based instruction for all students is in the best health and safety interests of students and staff.

- (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) The Passaic Public Schools policies for attendance and instructional contact time will accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.
 - (3) School leaders, parent liaisons, teachers, and attendance officers will be tasked with contacting families regarding attendance and class participation concerns.
- c. The Passaic Public Schools 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 multilingual 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, i.e., remote home-based instruction, is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- d. The Passaic Public Schools should accommodate educators teaching in-person, hybrid, and virtual learning (i.e., remote home-based instruction) 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 a classroom, receive instruction. Hybrid instruction is defined as a combination of in-person school-based and remote home-based 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 home-based instruction.
 - (a) Virtual learning (i.e., remote home-based instruction) 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 N – Scheduling of Students]

4. Staffing

- a. The Passaic Public Schools will 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 Passaic Public Schools 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 Passaic Public Schools 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. Essential employees will be identified at the start of the district's transition to remote or virtual learning. These employees will receive their schedule and required job responsibilities as well as any necessary training.
- d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
- e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
 - (1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.
 - (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).
 - (3) Certification
 - (a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment

(edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.

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

[See Appendix O – Staffing]

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

- a. In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.
- b. Instructional staff should:
 - (1) Reinforce social distancing protocol with students and co-teacher or support staff.
 - (2) Limit group interactions to maintain safety.
 - (3) Support school building safety logistics (entering, exiting, restrooms, etc.).
 - (4) Become familiar with district online protocols and platforms.
 - (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
 - (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
 - (7) Provide regular feedback to students and families on expectations and progress.

- (8) Set clear expectations for remote home-based 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 home-based and hybrid environments.
- (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
- (15) Limiting on-line activities for preschool students.

c. Mentor teachers should:

- (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- (2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
- (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
- (4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
- (5) Continue to maintain logs of mentoring contact.

- (6) Mentor teachers should consider all health and safety measures when doing in-person observations.
 - (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.
- d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or remote home-based, administrators should:
- (1) Consider roles for staff with health concerns, leveraging them to enhance the remote home-based 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 remote home-based environment.
 - (5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
 - (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to remote home-based 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 remote home-based 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 home-based 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 home-based instruction models.
- (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote home-based instruction models.
- (17) Support families in connecting with teachers and other services they need to be successful in navigating the remote home-based 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 remote home-based environment.
 - (2) Facilitate the remote home-based component of synchronous online interactions.
 - (3) Manage online platform for small groups of in-person students while teacher is remote.
 - (4) Assist with the development and implementation of adjusted schedules.
 - (5) Plan for the completion of course requests and scheduling (secondary school).
 - (6) Assist teachers with providing updates to students and families.
 - (7) Support embedding of SEL into lessons.
 - (8) Lead small group instruction to ensure social distancing.
 - (9) Consider student grouping to maintain single classroom cohorts.
 - (10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- f. Support staff/paraprofessionals may:
- (1) Lead small group instruction to ensure social distancing.
 - (2) Consider student grouping to maintain single classroom cohorts.
 - (3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
 - (4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.
 - (5) Provide real-time support during remote home-based 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 remote home-based environment.
- (9) Facilitate the remote home-based 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 remote home-based and hybrid settings.
- (3) Designate substitutes to a single school building or grade level to avoid too much movement between schools.
- (4) Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

- a. To ensure all staff supporting remote home-based learning are prepared to provide or support instruction on day one, the school officials should:
 - (1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.

- (2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
 - (3) To the extent possible, provide district one-to-one instructional devices and connectivity.
 - (4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).
- 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) Remote home-based instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- c. Student teachers should:
- (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.
 - (2) Lead small group instruction (in-person to help with social distancing).
 - (3) Co-teach with cooperating teacher and maintain social distancing.
 - (4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
 - (5) Implement modifications or accommodations for students with special needs.

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

[See Appendix O – Staffing]

7. Athletics

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 June 30, 2020.

[See Appendix P – Athletics]

C. Policy and Funding

The impact of the COVID-19 pandemic presents many fiscal challenges to the Passaic Public Schools for delivery of instruction and related services to students in addition to other basic operational needs. Readying facilities, purchasing supplies, transporting, and feeding students may look drastically different in the 2020-2021 school year. The Policy and Funding section of the Passaic Public Schools Restart and Recovery 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) CARES Act Elementary and Secondary School Emergency Relief Fund (ESSER);
- (2) Federal Emergency Management Agency – Public Assistance; and
- (3) State School Aid.

b. School District Budgets

Districts have finalized their FY20 budget year and have already finalized their FY21 budgets. Because of the timing of the budget process, many of the activities listed below have not been, and cannot be, factored into either budget year without additional

revenue outside the amount they anticipated for FY21 in February, and budget transfers that current statute does not authorize at the start of the school year.

c. School Funding

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

(3) Costs and Contracting

The Passaic Public Schools 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 remote home-based 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 need in-person instruction. This may include, but is not limited to, students with disabilities, Multilingual Learners, 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”.

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 include ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.
 - c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2022-2023 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 home-based instruction was being provided to students and determine the need for additional services to address learning loss.

- (3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
- (4) IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- (5) The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.
- (6) Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.

2. Technology and Connectivity

- a. The Passaic Public Schools will strive to ensure that every student has access to a device and internet connectivity.
- b. The Passaic Public Schools:
 - (1) Conducted a needs assessment.
 - (2) Based on the needs assessment and student and teacher surveys, chromebooks and hot spots have been purchased and are available to any students who have need.

3. Curriculum, Instruction, and Assessment

- a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent

students from meeting grade-level New Jersey Student Learning Standards (NJSLs).

b. Remote Home-Based and Hybrid Instruction Environment

(1) Curriculum

- (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.
- (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.
- (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

(2) Instruction

- (a) As the Passaic Public Schools prepares 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 Passaic Public Schools will consider the following:
 - (i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.
 - (ii) Design for student engagement and foster student ownership of learning.

- (iii) Develop students' meta-cognition.
- (iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote home-based or hybrid instruction.
- (v) Assess the district's data on how multilingual learners experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
- (vi) Assess multilingual learners' levels of engagement and access in an in-person, remote home-based, or hybrid learning environment.
- (vii) The Learning Advantage Program, which provides a curriculum with a learning acceleration focus engaging students in grade level tasks, will be offered to students remotely after school hours. Passaic High School will offer Title I tutoring to identified students focusing on math instruction remotely. 21st Century Community Learning Programs will continue to be offered to students after-school hours remotely, if the district were to transition to remote or virtual instruction due to a health related closure.

(3) Assessment

- (a) For the purpose 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 Passaic Public Schools will 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 remote home-based or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.
- (e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.
 - (i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

(4) Notes on Supporting Multilingual Learners Educational Needs:

Teachers may consider and/or implement the following to ensure virtual or remote instruction benefits Multilingual Learners academically and supports their second language acquisition and proficiency:

- (a) Supporting students' social-emotional well-being is fundamental to help them and their families cope with the stress and anxiety as a result of their life experiences. Some of them are migrants, newcomers, or refugees.
 - (i) Conversations with students and their families to explain how they'll be supported and encouraging them to ask questions about receiving assistance and resources.
 - (ii) Resources might include chromebooks, mobile hotspots, materials translated to Spanish, and a translator to facilitate communication with teachers or school administrators.
- (b) Making educational Tech tools, software, or programs available to support Multilingual Learners language needs. Lexia English, Speak Agent, Off2Class.

- (c) Creating weekly plans to share with students and their families in advance, so they may have an idea of what's coming ahead.
- (d) Providing opportunities for small-leveled groups, so students feel more comfortable participating even with limited English-speaking skills.
- (e) Speaking slowly and clearly during remote instruction.
- (f) Giving students time to think and process information, as well as their thoughts
- (g) Using language frames to assist students with speaking and discussion skills.
- (h) Using short instructional videos that students can pause, rewind, and watch several times.
- (i) Using visuals, graphic organizers to support learning.
- (j) Using body language and non-verbal cues to help make the content and language comprehensible to students.

(5) Notes on Supporting Special Education Needs:

- (a) The district will work to meet the requirements for students with Individualized Education Programs (IEP). Special Education teachers will be responsible for ongoing contact with the students and/or parents to monitor student progress and advise as to modifications/accommodations to the schoolwork provided.
- (b) Related services such as Occupational Therapy, Physical Therapy, Behavioral Support Intervention Services, and Speech Therapy will be based on therapist and family availability and the advice of the health officials. Students will be monitored, and compensatory therapies offered based on student need and guidance from the New Jersey Department of Education and U.S. Department of Education.
- (c) A log of all services and contacts consistent with the IEP will be kept by the staff.

- (d) Students with disabilities can access materials and platforms utilizing 1:1 device provided by the district. Students are provided remote instruction through synchronous virtual classrooms as well as asynchronous utilizing curricular platforms designed with embedded accommodations and modifications.
- (e) Student progress will be tracked through ongoing monitoring of individual goals/objectives, and identification of the mastery or non-mastery of those goals, as observed through daily/weekly performance both formally and informally.

Special Education Teachers are required to document their day-to-day lessons/outcomes, student participation, communication with students/families, as well as review and maintain students completed work and assessments. Modifications/accommodations will be implemented to the most appropriate extent possible, as outlined in the student Individualized Education Program.

Related Service providers will maintain logs of sessions, including student name, date/time service was provided, platform utilized and student outcome toward achieving individual goals.

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.

- (f) Case managers will outreach to families to ensure services are implemented in accordance with IEPs to the greatest extent possible. This will be accomplished by phone calls and emails.
- (g) IEP meetings will be held in-person, virtual, or remote depending on the status of NJDOE/NJDOH. Such meetings will encompass evaluations or other meetings to identify, evaluate, and/or reevaluate students with disabilities.

4. Professional Learning
 - a. It is imperative that the Passaic Public Schools provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.
 - b. The Passaic Public Schools must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.
 - c. Professional learning opportunities should be:
 - (1) Presented prior to the beginning of the year;
 - (2) Presented throughout the school year;
 - (3) Presented in order to grow each educator’s professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
 - (4) Presented to include the input and collaboration of stake holders, including all staff, parents, and community members; and
 - (5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.
 - d. Mentoring and Induction
 - (1) Induction must be provided for all novice provisional teachers and teachers new to the district.
 - (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
 - (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
 - (4) Mentoring must be provided in both a hybrid and fully remote home-based 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) Passaic Public Schools should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
 - (2) Passaic Public Schools should develop observation schedules with a hybrid model in mind.
 - (3) Passaic Public Schools should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
 - (4) Passaic Public Schools should consider the School Improvement Panel's (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities.
 - (5) Passaic Public Schools 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.
 - b. The NJDOE 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 Passaic Public Schools 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 NJSLA, 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. Credit Recovery

Students will be able to continue participation in credit recovery courses as needed using the district-approved online platform if the district transitioned to remote or virtual instruction. School administrators and/or teachers are selected to monitor the program allowing students to continue their work in the modules as needed.

g. Career Advisement and Development

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

h. 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 Passaic Public Schools 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.



Appendices

Appendix A: General Health and Safety Guidelines

1. The Passaic Public Schools will continue to consult with the City of Passaic Board of Health on all cases of Covid-19 and associated protocols such as notifications of quarantine and contact tracing.

2. Reasonable Accommodations:

Accommodations may be provided for individuals, where possible, that CDC identifies as having a higher risk for severe illness including older adults (aged 65 years and older) from COVID-19 in the following instances:

- Chronic lung disease or asthma (moderate to severe)
- Serious heart conditions
- Immunocompromised
- Severe obesity (body mass index, or BMI, of 40 or higher)
- Diabetes
- Chronic kidney disease undergoing dialysis
- Liver disease
- Medically fragile students with Individualized Education Programs (IEPs)
- Students with complex disabilities with Individualized Education Programs (IEPs)

Based upon staff member's request and physician certification, reasonable requests will be considered and reasonable accommodations will be explored by the Division of Human Resources. In circumstances where there is no reasonable accommodation and if telework is not available, the Division of Human Resources will provide federal, State, and Board of Education leave options for the staff member.

Families have the option to select a full remote home-based instructional program for any student. Accommodations for high risk students and special education students will be provided in accordance with the student's IEP. All requested accommodations should be sent to the Director of Special Education.

Promoting behaviors that reduce spread:

- Students and staff will be required to stay home if they may be experiencing COVID-19 symptoms or other illness.
- Temperature checks and questionnaire/assessment of COVID-19 symptoms will be conducted daily.
- Staff and parent education will be provided prior to the physical reopening of school. Ongoing education will be provided over the course of the school year.
- Create isolation zones in all buildings for symptomatic students and staff suspected of COVID-19 and immediately contact parent/guardian.
- Follow up medical care per recommendations from NJDOH and CDC guidelines.
- Handwashing will be an established practice throughout the school day such as when the student enters the classroom in the morning, before and after lunch, after activity where the student's hands are around his/her eyes or face, when the student returns from the playground or outside activity, and before the student boards the bus to be transported home. Staff members are expected to wash their hands at frequent intervals. Students and staff will be encouraged to keep hands away from their faces.
- Activities which require enhanced exhalation of air, i.e., running, will be minimized.
- Staff and students must wear face coverings at all times, except in a case where medical documentation states that a mask cannot be worn.
- Universal signage regarding social distancing, handwashing, face coverings, are placed in the schools.
- Water fountains/hydration stations are not in use in schools.

It is anticipated that additional or revised considerations may need to be included in this Appendix throughout the duration of the pandemic.

Appendix B: Classrooms, Testing, and Therapy Rooms

1. Social Distancing in Instructional and Non-Instructional Rooms

- Classroom desks will be placed 6-feet apart.
- To the best extent possible, student chairs will be labeled to decrease sharing of a chair.
- Seating will be arranged such that individuals will be facing the same direction, when possible.
- Color floor marking tape will be placed on classroom floors to visually delineate 6 feet (socially distancing) between desks and furniture.
- Floor marking tape will be placed in hallways and outside areas will be marked to delineate appropriate social distancing in places where students wait/walk.
- Hallway Lockers are not to be used.
- Furniture in non-instructional areas, including therapists' offices, secretaries' offices and staff lunchrooms will be spaced 6 feet apart (socially distanced).
- During pandemic recovery and to protect the health and safety of students and staff against infection no visitors shall be permitted in the schools without permission from the Principal.
- Any parent who needs to drop off an item will give the item to a security aide.
- Students will not go into the community until the pandemic safely permits such community activity. Therefore, field trips, community-based instruction, and job sampling at a job site have been cancelled until further notice. Teachers will utilize virtual field trips and engaging videos that museums, zoos, and other community places have developed.
- Face coverings are required for students and staff while in the building, on school grounds, and in school busses, unless it will inhibit an individual's health, which is documented by a physician.
- PPE available to staff will include face masks and face shields.
- Students will practice and be instructed in wearing face masks, social distancing, and washing hands for a minimum of 20 seconds.
- Social stories and videos should be developed for younger students or those with severe disabilities to familiarize themselves with school procedures and new practices.
- Signage for wearing a mask, social distancing, and handwashing will be placed throughout the building. Consistent signage in all buildings is key for staff and students.
- Students should have their own instructional materials kept in plastic containers/bags and belongings will be separate from others.
- Sharing of materials such as books, toys, learning aids, and games will be prohibited.

- Staff will be provided appropriate cleaning products to wipe down items between use.
- A checklist for shared classrooms for cleaning and contact tracing will be utilized.
- Teachers will be encouraged to reduce items on desks, shelves, etc.
- Classes will remain, to the best extent possible, with just their classroom peers throughout the day at the elementary level. At the middle and high school level, student mobility will be limited.
- Schedules will accommodate limited mixing or passing of students in common areas such as the hallways and bathrooms.
- Outside areas at all school locations will be designated and schedules will accommodate the ability for classes to be separate and avoid commingling.
- Related Service providers will provide services for individual students in designated therapy rooms or in the student's classroom.
- Therapy rooms or rooms where students will be evaluated will have approved cleaning products for staff to use between sessions/evaluations.
- Group therapy services will be virtual if social distancing/scheduling is not possible and inhibits the safe use of classrooms.
- Meetings will be held virtually to minimize contact and use of shared spaces.

2. Procedures for Hand Sanitizing/Washing

- Principals, in collaboration with teachers, will develop a schedule for students to wash hands and use hand sanitizer throughout the school day.
- Hand sanitizer (with at least 60% alcohol) will be made available and located at all entrances and exits to all buildings, near the lunchroom, and offices.
- Classrooms with sinks should be used throughout the day for students and staff for hand-washing.
- For those classrooms without sinks, students and staff can utilize sinks in the bathrooms for handwashing throughout the day.
- Students and staff will be provided education on hand-washing/sanitation procedures within buildings. Hand-washing should minimally occur before/after lunch, after blowing your nose, coughing, sneezing, recess, and after bathroom use and meals.
- Students should be supervised when using hand sanitizer.

It is anticipated that additional or revised considerations may need to be included in this Appendix throughout the duration of the pandemic.

Appendix C: Transportation

1. Transportation Staff

- School bus aides and drivers are required to have their mask on at all times and are strongly encouraged to also wear faceshields or goggles. They must also complete the daily pre-screening questionnaire.
- After buckling and unbuckling students, staff are required to use hand sanitizer.
- Buses are to be disinfected twice daily with ES364H Neutral Disinfectant cleaner, approved to kill COVID-19 virus and an electrostatic sprayer with Bioesque Botanical disinfectant solution. Disinfectant should be used once after all students have been dropped off at school and once at the end of the day when all students have been taken home. After each bus run, the bus will be disinfected with the electrostatic sprayer.

2. Students

- Pre-screening questionnaires must be completed prior to boarding the bus. Parents will be required to submit a student health status survey daily.
- An affirmative answer to any of the pre-screening questions will result in no boarding of the bus.
- Students will be given a temperature check prior to boarding the bus. If the student has a temperature of 100 F or greater they will not be permitted to board the bus. Documentation of a failed temperature check will be recorded.
- Students that fail the screening process will be required to get medical clearance from a doctor before being allowed to return on the bus.
- Students will be required to board the bus with a mask on, unless alternate arrangements have been made through the district, or the student's IEP says otherwise.
- Masks will be available on the bus.
- Windows will be open on the bus.
- To the best extent practical, there will be one student per seat per each row seated behind the driver and one student per seat per each row on the passenger side, with the aisle separating the students. Siblings will share a seat.

3. Transportation Coordinator

- Routes will be coordinated with an effort, when possible, to pick up students by filling the back seats first and then progressing forward and then when leaving the bus in the opposite order.
- Students will be required to board the bus wearing a mask, if there is no underlying medical condition or disability which prevents the

wearing of a mask. If the student should remove the mask during the bus ride, they will be asked to put the mask back on. If they do not, a behavior report will be written up and sent to the attending school. Students refusing to wear a mask may forfeit their bus transportation assignment.

It is anticipated that additional or revised considerations may need to be included in this Appendix throughout the duration of the pandemic.

Appendix D: Student Flow, Entry, Exit, and Common Areas

1. Location of Student and Staff Screening
 - Principals will establish student and staff screening areas at designated entrances that will reduce the numbers of students entering any one exit. Principals will develop procedures with the school nurse for any students and staff that present with symptoms and a temperature reading of 100° F or above.

2. Social Distancing in Entrances, Exits, and Common Areas
 - Students will be assigned an entry and exit door to reduce the numbers of students at each entrance and exit and promote social distancing.
 - Halls and stairways will be marked as “one way” to reduce traffic.
 - Principals will establish a system with teachers to monitor and reduce the number of students in a bathroom.
 - Elementary classes such as music and art will be conducted in the class homeroom to reduce student movement.
 - Physical education and health classes will be conducted outside when possible, with lifelong healthy habits emphasized, such as walking. Health classes, inclusive of social emotional learning opportunities, will be programmed when weather prevents students from going outside.

It is anticipated that additional or revised considerations may need to be included in this Appendix throughout the duration of the pandemic.

Appendix E: Screening, PPE, and Response to Students and Staff Presenting Symptoms

1. Screening Procedures for Students and Staff
 - Student and staff screens will include contactless temperature readings and visual observances.

2. Protocols for Symptomatic Students and Staff
 - Students and staff that show signs/symptoms of Covid-19 will be brought to the isolation area that has been designated at each school.
 - Students and staff that show signs/symptoms of Covid-19 will be evaluated by the school nurse.
 - Any isolation area that has been occupied by a staff member or student who was thought to have signs/symptoms of COVID-19 will be closed and not used until thoroughly sanitized.
 - Staff and parents of students will receive reminders of signs/symptoms of COVID-19 to look for that should be considered when determining to report to work/school.
 - Staff will be provided training on the signs/symptoms of COVID-19 and hygiene protocol.

3. Protocols for Face Coverings
 - Each school will keep a supply of masks for students and teachers.
 - The Principal must ensure that there is a supply of masks available to staff and students who need them, by coordinating with Operations for a supply of masks.
 - All students and staff must wear a mask on school grounds, in the schools, and while on a bus, unless a documented medical exemption has been presented to and approved by the school nurse and principal for students; and for staff by the Division of Human Resources.

It is anticipated that additional or revised considerations may need to be included in this Appendix throughout the duration of the pandemic.

Appendix F: Contact Tracing

The Passaic Public Schools will continue to notify the City of Passaic Health Department about all cases of Covid-19, and implement all guidance as directed by the City of Passaic Health Department, regarding quarantine, notifications, sanitizing, and contact tracing.

1. Positive results for Covid-19

- If the District becomes aware that a student or staff member tests positive for COVID-19, the District must immediately notify local health officials, staff and families of students who were “close contacts” with the ill individual, while maintaining confidentiality. The New Jersey Department of Health suggests that students or staff members identified as a close contact (within six (6) feet for at least ten (10) minutes) with an individual who has tested positive for COVID-19 should self-quarantine and monitor symptoms for fourteen (14) days from the last date of exposure to the person.
- Students and staff are required to submit documentation of diagnosis and quarantine. Students and staff are also required to provide documentation from a healthcare provider regarding ability to return to the school building without presenting a health risk to others.
- Students will be placed on 100% remote home-based instruction while they are in self-quarantine or self-isolation. The District will require healthcare provider clearance to return to school.

2. Exposure to Covid-19

- If the family member of a student or staff member is confirmed with Covid-19, the Passaic Health Department will be contacted for consultation and direction regarding quarantine.
- Schedules, sign in sheets, student attendance records and bus attendance will be documents used to determine who needs to be notified to quarantine.
- Upon the guidance received from the Department of Health, school nurses and administrators will make contact tracing phone calls to inform those who need to quarantine.
- Areas will be cleaned and disinfected (e.g., offices, bathrooms, and common areas) used by the ill student or staff member, focusing especially on frequently touched surfaces.

It is anticipated that additional or revised considerations may need to be included in this Appendix throughout the duration of the pandemic.

Appendix G: Facilities Cleaning Practices

1. The following will be in place at all Passaic Public School facilities:
 - HVAC systems will have a fresh air component to their operation, with filters changed as per the manufacturer guidance.
 - All classrooms are stocked with hand sanitizer. All bathrooms are stocked with soap and paper towels. Bathrooms are regularly monitored to ensure supplies do not run out.
 - ES364H Neutral Disinfectant cleaner, approved to kill COVID-19 virus, and ES72C hydrogen peroxide multi-purpose cleaner are used to clean and disinfect rooms and surfaces. Electrostatic sprayer with Bioesque Botanical disinfectant solution.
 - Each classroom is also equipped with disinfectant cleaners and paper towels.
 - Drinking fountains/ hydration stations are turned off.
 - Classrooms, bathrooms, floors, handrails, touch points, and common areas are cleaned daily by the custodial staff.

It is anticipated that additional or revised considerations may need to be included in this Appendix throughout the duration of the pandemic.

Appendix H: Meals

1. The Division of Operations, working with each school will establish procedures for grab and go meals.
 - Students will be assigned to rooms to eat based on net square footage capacity requirements and schedules designed to decrease movement around the school.
 - The Passaic Public Schools will provide breakfast and lunch for all students, whether attending in-person instruction or engaged in home-based virtual instruction. Food distribution centers will be established and advertised for the start of school in September.

It is anticipated that additional or revised considerations may need to be included in this Appendix throughout the duration of the pandemic.

Appendix I: Recess/Physical Education

The Division of Elementary and Secondary Education, working with school level administrators, will provide a physical and health education program that is consistent with guidelines for safety during a pandemic, while allowing students to engage in appropriate grade level content activities, by implementing the following:

- Physical Education classes will be held in the classroom or outside when possible. The use of a gym is permitted, with appropriate net square footage per person requirements followed, and social distancing.
- Locker rooms will be shut down. Activities will be presented that allow students to participate while wearing their school uniforms.
- Use of material/equipment during class will be minimal. Material/equipment used will be sanitized between students.
- During recess, classes will not be allowed to commingle. Multiple classes will be allowed on a playground if the playground supports more than one class. Cones and staff will assist students with staying in their designated area and social distancing within that area.
- Playground equipment will be disinfected between groups. Use of playground equipment will be scheduled by the principal.
- Students will be instructed to wash their hands or use hand sanitizer after being outside for recess or in the gym.

It is anticipated that additional or revised considerations may need to be included in this Appendix throughout the duration of the pandemic.

Appendix J: Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours

1. Field trips and Extracurricular activities
 - All field trips, community-based instruction, and structured learning experiences will be postponed until the Passaic Public Schools, in consultation with the City of Passaic Department of Health Department, can ensure that leaving the school would be safe for students and staff.
 - Virtual field trips are encouraged.

2. Use of facilities outside of school hours
 - In addition to the policies and procedures required when community organizations request to use Passaic Public Schools facilities, the requesting organization will be provided with a copy of the Passaic Public Schools Restart and Recovery Plan, and must provide written agreement that all procedures as outlined in the Passaic Public Schools Restart and Recovery Plan will be implemented.

It is anticipated that additional or revised considerations may need to be included in this Appendix throughout the duration of the pandemic.

Appendix K: Academic, Social, and Behavioral Supports

The Passaic Public Schools will continue to implement curriculum and services, and modify existing programs when necessary, to provide students with academic, social, and behavioral support.

- Through a federal Sandy Hook Promise grant that has been received, The Passaic Public Schools is implementing social and emotional curriculum in an interdisciplinary fashion.
- The guidance department will establish counseling groups for students who experienced a loss due to Covid-19.
- The Intervention and Referral Services school based teams will continue to assist teachers with planning for students who are experiencing behavioral and academic challenges.
- IEP, 504, and medical plans will be adapted to address students' needs as necessary.
- In accordance with district policy, counseling staff will identify and utilize an agreed upon screening tool for the assessment and identification of high-risk students.
- Wraparound support resources will be determined based on student and family needs by appropriate collaborative teams (I&RS, CST, etc.) established in each school.
- Opportunities for staff to engage in self-care activities will be offered.
- Staff mental health resources, such as counseling opportunities and tele-health programs, will be shared with staff.

It is anticipated that additional or revised considerations may need to be included in this Appendix throughout the duration of the pandemic.

Appendix L: Restart Committee

Restart Committee

The Restart Committee is comprised of sixty members from throughout the school system. Within the committee, there were five subcommittees that met independently to develop plans specific to grade levels. In addition to teachers, the committee included school-based and district-level administrators, operations, technology, and business office staff, and the leadership of the five labor unions.

The Restart Committee and its subcommittees met on July 9, 14, 21, 23, and 28, with additional meetings planned for August. The committees have focused on creating routines for the day, for all students when they are in-person at school, that are consistent with the ten critical areas of operation outlined in the NJDOE Guidance. In addition, the Restart Committee developed student scheduling options. The work of committee members led to the completion of the Schools Restart and Recovery Plan.

Passaic Board of Education

The District Operations Committee met on July 21, 2020. The purpose of the meeting was to brief the Committee members on the status of the district's reopening plans. The work of the district Restart Committee was shared, as were the plans for parent focus groups to inform both the scheduling scenarios and provide suggestions on how the district can assist families working under a form of remote home-based instruction. The Committee was also briefed on surveys that would be given to families and staff to further assist with plan development.

The District Operations Committee and the Curriculum and Education Committee are scheduled to meet on August 10, 2020, to finalize the Schools Restart and Recovery Plan. The Passaic Board of Education plans to meet on August 12, 2020, to approve the plan.

Parent Focus Groups

Two parent focus group sessions were held on July 30, 2020. The parents were asked questions regarding their preferences for reopening in September. When asked about assistance that the district could provide to better assist families, the parents in both groups mentioned that scheduling student work and time management were areas that they and their children needed assistance with. Additionally, parents asked questions about how a mask requirement would be enforced at the schools, and voiced concern regarding the potential of other students who might not show symptoms of COVID-19, but could spread the virus to others. Special education parents voiced concern about having students ride a bus. Parents stated that they did not want their children attending school every day.

Surveys

District personnel conducted surveys, both online and by making phone calls, to solicit feedback regarding the reopening of schools.

Appendix M: Pandemic Response Teams

The Passaic Public Schools Pandemic Response Team was formed in February, 2020. A Pandemic Response Plan was written as a guidance document for all divisions of the school system to follow. In addition to updating this plan, each district school will form a school-based Pandemic Response Team in September 2020, with the responsibilities of meeting and evaluating the plans at each school to implement the ten critical areas of operation.

It is anticipated that additional or revised considerations may need to be included in this Appendix throughout the duration of the pandemic.

Appendix N: Scheduling of Students

Governor Phil Murphy Multi-stage Approach

On May 18, Governor Phil Murphy unveiled a [multi-stage approach](#) to execute the responsible and strategic economic restart to put New Jersey on the road back to recovery from COVID-19. New Jersey's process for lifting restrictions is guided by [six principles and key metrics](#). New Jersey will enter new stages based on data that demonstrates improvements in public health and the capacity to safeguard the public. The restart will be phased-in within each stage, rather than opening all businesses and activities at once within a stage. New Jersey entered Stage 2 on Monday, June 15, 2020.

Stage Two (New Jersey is currently in Stage Two)

In Stage Two, moderate-risk activities restart. When leaving home, New Jerseyans should wear a face covering and keep a social distance from others. All workers who can work from home should continue to work from home.

On August 3, 2020, Governor Murphy issued Executive Order No. 173 stating that indoor gatherings must be limited to 25 people or 25% of a room's capacity -- whichever number is lower. All attendees at indoor gatherings must wear face coverings and stay six feet apart. Face coverings are required in indoor public spaces and in outdoor public spaces when social distancing is difficult to maintain.

Passaic Four (4) Phases

The Passaic Board of Education will determine when each Phase starts based upon the health and safety of its students and staff; and in compliance with statutes and executive orders. The Passaic Board of Education has decided to start the 2020-21 school year for students on September 10, 2020 in Phase 1. The Board will decide by October 31, 2020 whether to continue in Phase 1 or to enter Phase 2 on November 1, 2020.

Phase 1 – Full-Time Remote Home-Based Instruction

School buildings remain closed while all students and staff work remotely from home.

Phase 2 - Hybrid Instruction (One Session Day)

Hybrid instruction is defined as a combination of in-person school-based and remote home-based instruction. Parents will choose between hybrid instruction or full-time remote home-based instruction. Students will be assigned to one of four groups. Hybrid Instruction Groups A, B, and C will each attend school on a rotating basis, on Monday, Wednesday, or Friday, with the remaining school days occurring remotely. Staff will work a full day, while students attend in-person instruction for one session. Students receive grab and go lunch. Staff will check in with remote students and complete other professional responsibilities. Group D will be full-time remote home-based instruction.

Phase 3 - Hybrid Instruction (Full Day)

This phase is identical to Phase 2 above, with the exception that hybrid instruction students will attend school for a full day.

Phase 4 - Full-Time In-person School-Based Instruction

School buildings open for all students and staff to resume regular schedule in-person school-based instruction.

Student Start and End Times

Schools	Start Time	One Session Day End Time	Full Day End Time
Pre-Kindergarten	8:05 AM	12:35 PM	2:35 PM
K-8/School 20	8:05 AM	12:55 PM	2:55 PM
PHS/Prep/Science	8:30 AM	1:36 PM	3:36 PM

Sample Calendar for Phases 1 and 2

Each subsequent month will follow the same weekly rotations of hybrid groups A, B, and C schedule in Phases 2 and 3.

This calendar is provided for illustrative purposes only, and it is not an official calendar. The Passaic Board of Education will approve at its public meeting the date each Phase actually starts based upon the health and safety of its students and staff.

Monday	Tuesday	Wednesday	Thursday	Friday
Example Phase 1				
11/2 Remote - A, B, C, D	11/3 Election Day District Closed	11/4 Remote - A, B, C, D	11/5 NJEA Convention District Closed	11/6 NJEA Convention District Closed
11/9 Remote - A, B, C, D	11/10 Remote - A, B, C, D	11/11 Veterans Day District Closed	11/12 Remote - A, B, C, D	11/13 Remote - A, B, C, D
Start Example Phase 2 if health and safety of students and staff permit.				
11/16 In-person - A Remote - B, C, D	11/17 Remote - A, B, C, D Deep Cleaning Day	11/18 In-person - B Remote - A, C, D	11/19 Remote - A, B, C, D Deep Cleaning Day	11/20 In-person - C Remote - A, B, D
11/23 In-person - A Remote - B, C, D	11/24 Remote - A, B, C, D Deep Cleaning Day	11/25 In-person - B Remote - A, C, D	11/26 Thanksgiving Day District Closed	11/27 Thanksgiving Recess District Closed
11/30 In-person - C Remote - A, B, D	12/1 Remote - A, B, C, D Deep Cleaning Day	12/2 In-person - A Remote - B, C, D	12/3 Remote - A, B, C, D Deep Cleaning Day	12/4 In-person - B Remote - A, C, D
12/7 In-person - C Remote - A, B, D	12/8 Remote - A, B, C, D Deep Cleaning Day	12/9 In-person - A Remote - B, C, D	12/10 Remote - A, B, C, D Deep Cleaning Day	12/11 In-person - B Remote - A, C, D
12/14 In-person - C Remote - A, B, D	12/15 Remote - A, B, C, D Deep Cleaning Day	12/16 In-person - A Remote - B, C, D	12/17 Remote - A, B, C, D Deep Cleaning Day	12/18 In-person - B Remote - A, C, D
12/21 In-person - C Remote - A, B, D	12/22 Remote - A, B, C, D Deep Cleaning Day	12/23 In-person - A Remote - B, C, D	12/24 Holiday Recess District Closed	12/25 Holiday Recess District Closed
1/4 In-person - B Remote - A, C, D	1/5 Remote - A, B, C, D Deep Cleaning Day	1/6 In-person - C Remote - A, B, D	1/7 Remote - A, B, C, D Deep Cleaning Day	1/8 In-person - A Remote - B, C, D
1/11 In-person - B Remote - A, C, D	1/12 Remote - A, B, C, D Deep Cleaning Day	1/13 In-person - C Remote - A, B, D	1/14 Remote - A, B, C, D Deep Cleaning Day	1/15 In-person - A Remote - B, C, D
1/18 Dr. Martin Luther King, Jr. Day District Closed	1/19 Remote - A, B, C, D Deep Cleaning Day	1/20 In-person - B Remote - A, C, D	1/21 Remote - A, B, C, D Deep Cleaning Day	1/22 In-person - C Remote - A, B, D
1/25 In-person - A Remote - B, C, D	1/26 Remote - A, B, C, D Deep Cleaning Day	1/27 In-person - B Remote - A, C, D	1/28 Remote - A, B, C, D Deep Cleaning Day	1/29 In-person - C Remote - A, B, D

Appendix O: Staffing

The Passaic Public Schools has asked staff to inform the Division of Human Resources about their status for returning to work in September, 2020.

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

2. Mentor teachers are expected to promote and assist with the following:
 - Plan for “in-person” contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.

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

3. Administrators are expected to promote and assist with the following:

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

- Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their student's experience and learning while out of school.
 - Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
 - Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote home-based instruction models.
 - Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
 - Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
 - Ensure the Preschool Director/Contact person is involved in the planning so development activities and supports are in place for Preschool and supports transition to kindergarten.
4. Educational Services Professionals are expected to promote and assist with the following:
- Lead small group instruction in a virtual environment.
 - Facilitate the virtual component of synchronous online interactions.
 - Manage online platforms for small groups of in-person students while the teacher is remote.
 - Assist with the development and implementation of adjusted schedules.
 - Plan for the completion of course requests and scheduling (secondary school).
 - Assist teachers with providing updates to students and families.
 - Support embedding of SEL into lessons.
 - Lead small group instruction to ensure social distancing.
 - Consider student grouping to maintain single classroom cohorts.
 - Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
5. Support Staff are expected to promote and assist with the following:
- Lead small group instruction to ensure social distancing.
 - Consider student grouping to maintain single classroom cohorts.
 - Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
 - Pre-record read-alouds and videos around SEL activities and routines (P-2) Caption pre-recorded instructional videos from general education teachers.

- Provide real-time support during virtual sessions.
- Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- Support families and students in accessing and participating in remote learning.
- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions. Family Workers will need to provide support to parents via virtual platforms (Preschool).

It is anticipated that additional or revised considerations may need to be included in this Appendix throughout the duration of the pandemic.

Appendix P: Athletics

The Passaic Public Schools Division of Athletics has implemented the following procedures and protocols, based on NJDOE Guidance and the NJSIAA (New Jersey State Interscholastic Athletic Association).

1. Athletic Physicals and Medical Clearance

- Student-athletes must be medically cleared by the athletic department, which includes medical clearance in accordance with NJDOE 18A:40-41.7. Preparticipation Physical Evaluation Form required for student-athletes; certification statement and completion of the newly added Covid-19 questions under the Health History portion of the registration.
- Any student-athlete who presently has COVID-19, or has tested positive for COVID-19, shall provide clearance from a physician before he/she will be permitted to participate in workouts.
- Any student-athletes who have pre-existing medical conditions and/or are immunocompromised (e.g., diabetes, asthma, auto-immune disorders, etc.) shall provide clearance from a physician before he/she will be permitted to participate in workouts.
- As per the district's athletic trainers' plan of care and district protocol a communication line will be established with the school physician and they will review and provide guidance on all cases under points 1 and 2.

2. Details of Return to Play

- Student athletes will arrive promptly at the stadium (North gate entrance) during their 15 minutes assigned check in time for practice (schedule will be sent out as soon as possible). If a student athlete misses their time slot, they will be sent home.
- The *COVID-19 Pre-Participation Questionnaire* form must be completed before Phase 1 begins. This form only needs to be completed one time. Any athlete that does not have a COVID-19 Questionnaire form on file will not be permitted to participate in any workouts.
- The *COVID-19 Daily Screening Questionnaire* form must be completed via google forms for each day of conditioning before the student athlete arrives at the stadium. (no earlier than 6 AM each day and no later than 30 min prior to their arrival time.)
- Upon completing the daily screening form, the student athlete will receive an email ensuring them that they can attend practice.
- Before entering the stadium, the student athlete's temperature will be taken and documented.

- Any student with a temperature greater than 100° F, shall not be permitted to participate in the workout and will be quarantined in a safe area until a parent/guardian is able to pick up their child.

3. Workouts

- Workouts shall be no more than ninety (90) minutes in duration and shall include a ten (10) minute warm-up, and a ten (10) minute cool down. Only one workout per day is permitted and there must be one (1) day of rest per every seven (7) days. All workouts shall take place outside during PHASE 1.
- Access to workouts must be limited to student-athletes, coaches, and appropriate school personnel. There shall not be any physical contact, of any kind, between student-athletes and coaches during PHASE 1.
- Throughout PHASE 1, workouts shall be limited to conditioning, skill sets, and sport-specific non-contact drills.

4. Face coverings

- Student-athletes who are engaged in high-intensity aerobic activity, e.g., running, sprinting, etc., do not need to wear face coverings during the period of the aerobic activity. Once the aerobic activity is over, student-athletes must wear face coverings.
- Student-athletes who are not engaged in high-intensity aerobic activity, e.g., sitting on the bench, reviewing plays, watching videos, waiting in line, etc., must wear face coverings.
- Coaches and district personnel must wear face coverings at all times.

5. Groupings / Social Distancing

- No more than ten (10) student-athletes may be grouped together in a single area and the groups should be pre-determined by the coach prior to the start of the workout.
- Social distancing of at least six (6) feet shall be maintained between student-athletes and staff at all times, including within the ten (10) student-athlete groupings.
- Once student groupings are determined, student-athletes may not switch to another grouping, even for another sport.
- More than one group of student-athletes can be in a single area, provided there is twelve (12) to eighteen (18) feet between each group of student-athletes.
- Groupings must stay together throughout the entirety of PHASE 1.
- There shall not be celebratory contact, e.g., fist bumps, high-fives, huddles, etc.

- Student-athletes who participate in more than one sport are encouraged to be grouped with their fall sports teammates.

6. Sports Equipment

- Sports equipment shall not be shared at any time during PHASE 1.
- Each student-athlete must bring individual water bottles to each workout for his/her own personal consumption. There shall not be any trading or sharing of water bottles. (water bottles will be provided if the student athlete cannot provide one)
- All sports equipment and touchpoints (e.g., benches, agility cones, ladders, clipboards, etc.) must be cleaned and disinfected after each workout with EPA approved cleaners and disinfectants against COVID-19.
- A ball can be used, but not shared.

7. Locker rooms / Rest rooms

- Student-athletes shall not have access to locker rooms at any time.
- Restrooms in the concession stand will be open but limited to one student athlete at a time.
- Restrooms shall be cleaned and disinfected regularly with EPA approved cleaners and disinfectants against COVID 19.

8. Hygiene

- Students and staff should make every effort to wash their hands as often as possible including before and after the workout.
- Hand sanitizer will be accessible at all times.
- Student-athletes shall wear their workout gear to the workout and shall return home in the same workout gear.
- There shall be no spitting, chewing seeds or gum during the workout.

9. Phase 2

As per the NJSIAA, Phase 2 allows for increased team activities as it pertains to skills and drills development. Once individual pods of student-athletes have successfully completed Phase 1, and providing that there has not been a significant change in health conditions indicating otherwise, progression to Phase 2 is medically appropriate. Larger groups of student-athletes (25-30) are permitted during Phase 2 because the individual pods have worked out together without a confirmed case of COVID-19 in a two-week period.

10. Phase 3

As per the NJSIAA, Phase 3 will be the final phase of the summer recess period, which will conclude on August 28. Once the previous phase (Phase 2) has been successfully completed and provided there has not been a significant change in health conditions indicating otherwise, progression to Phase 3 is medically appropriate. Phase 3 allows for modified non-contact practices with increased team activities as it pertains to skills and drills development. In this Phase, student-athletes may engage in more rigorous and intense workouts, while also maintaining social distancing to the fullest extent possible. Phase 3 will allow a maximum of fifty (50) student-athletes to participate in workouts together and will continue to permit the sharing of sports equipment between and among student-athletes within the new pod. Larger groups of student-athletes are permitted during this phase because student-athletes have worked out together in successive weeks without a confirmed case of COVID-19. As in Phase 2, it is imperative that all sports equipment be cleaned and disinfected in accordance with applicable guidelines.

11. No Contact Period

Coaches are not permitted to meet or workout with the student-athletes. Virtual coaching is permitted.

CHART OF USEFUL LINKS

Conditions for Learning		
Section	Title	Link
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President’s Plan for Opening American Up Again	https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-day-camps.html%20-%20page=46
	Childcare, Schools, and Youth Programs	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
	People Who Are at Increased Risk for Severe Illness	https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance
	When and How to Wash Your Hands	https://www.cdc.gov/handwashing/when-how-handwashing.html
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana
	What Bus Transit Operators Need to Know About COVID-19	https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf
	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/posters.html
Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/
Section	Title	Link

	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TB_P.pdf
	Guidance for Child Care Programs that Remain Open	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html
	General Business Frequently Asked Questions	https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	https://www.nj.gov/education/njtss/guidelines.pdf
	RTI Action Network	http://www.rtinetwork.org/
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf
Wraparound Supports	SHAPE	http://www.schoolmentalhealth.org/SHAPE/
	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Coronavirus Resources for Mentoring	https://nationalmentoringresourcecenter.org/
Section	Title	Link

Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Section	Title	Link
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/eevaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
Athletics	Executive Order No. 149	http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf
Policy and Funding		
Section	Title	Link
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtmgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm
Section	Title	Link

Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bs/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Section	Title	Link
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml
Section	Title	Link

Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/
Career and Technical Education (CTE)	Communicable Disease Service	https://www.nj.gov/health/cd/topics/covid2019_schools.shtml
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html

Citations

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<https://www.nj.gov/education/reopening/>
2. Strauss Esmay Associates, LLP. (2020).
<https://www.straussesmay.com>