

RESTART & RECOVERY PLAN

Restart and Recovery Plan to Reopen Schools (Revised 5/4/21)

Verona
Board of Education

2020-21 School Year

RESTART & RECOVERY PLAN

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Introduction

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

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

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

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

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

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

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

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

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

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THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

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

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

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

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

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

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

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

Ten Critical Areas of Operation

a. Critical Area of Operation #1 - General Health and Safety Guidelines – Anticipated Minimum Standards Incorporated into the Plan

- (1) In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:
 - (a) School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.
 - (b) School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.
 - (c) The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.
 - (d) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.

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- (e) Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:
 - (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 #1 – General Health and Safety Guidelines]

- b. Critical Area of Operation #2 – Classrooms, Testing, and Therapy Rooms – Anticipated Minimum Standards Incorporated into the Plan

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- (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.
- (2) When social distancing is difficult or impossible, face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
 - (a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (3) In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings can be removed while students are seated at desks, but should be worn when moving about the classroom (Verona will not be doing this).
- (4) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- (5) Use of shared objects should be limited when possible or cleaned between use.
- (6) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.

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- (7) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
 - (a) In each classroom (for staff and older children who can safely use hand sanitizer).
 - (b) At entrances and exits of buildings.
 - (c) Near lunchrooms and toilets.
 - (d) Children ages five and younger should be supervised when using hand sanitizer.
 - (e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

- (8) School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
 - (a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

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

- c. Critical Area of Operation #3 – Transportation – Anticipated Minimum Standards Incorporated into the Plan
 - (1) If the school district is providing transportation services on a school bus and is unable to maintain social distancing, a face covering must be worn by all students who are able to do so upon entering the bus.
 - (2) Accommodations for students who are unable to wear a face covering should be addressed according to that

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student's particular need and in accordance with all applicable laws and regulations.

- (3) Every school bus, either district-owned or contracted, should be cleaned and disinfected before and after each bus route.

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

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

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

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

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

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

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

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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 Services Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
 - (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
 - (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
 - (5) Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

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

f. Critical Area of Operation #6 – Contact Tracing

- (1) The NJDOE Guidance does not include any “anticipated minimum standards” for contact tracing. However, all school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the Superintendent or designee should be provided information regarding the role of contact tracing conducted by State, county, and local officials.
- (2) School officials should engage the expertise of their school nurses on the importance of contact tracing.

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- (3) The NJDOE will credit certified School Safety Specialists with three hours of training upon completion of Johns Hopkins University's COVID-19 Contact Tracing course.

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

g. Critical Area of Operation #7 – Facilities Cleaning Practices –Anticipated Minimum Standards Incorporated into the Plan

- (1) School officials must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.

- (2) The Board’s Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:

- (a) A schedule for increased routine cleaning and disinfection.

- (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. door knobs, light switches, classroom sink handles, countertops).

- (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.

- (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:

- (i) Classroom desks and chairs;

- (ii) Lunchroom tables and chairs;

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- (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).

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

- h. Critical Area of Operation #8 – Meals – Anticipated Minimum Standards Incorporated into the Plan
- (1) If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board’s Plan, if applicable:
 - (a) Stagger times to allow for social distancing and clean and disinfect between groups.
 - (b) Discontinue family style, self-service, and buffet.

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- (c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.
- (d) Space students at least six feet apart.
- (e) Require individuals must wash their hands after removing their gloves or after directly handling used food service items.

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

i. Critical Area of Operation #9 – Recess/Physical Education – Anticipated Minimum Standards Incorporated into the Plan

- (1) The Board’s Plan regarding recess and physical education should include protocols to address the following:
 - (a) Stagger recess, if necessary.
 - (b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
 - (c) The use of cones, flags, tape, or other signs to create boundaries between groups.
 - (d) A requirement that all individuals always wash hands immediately after outdoor playtime.
 - (e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.
 - (f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).
 - (g) Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces

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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.

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

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

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

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

2. Academic, Social, and Behavioral Supports

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

While only a small introduction to these elements is included in this Plan, a more detailed explanation and further considerations in the NJDOE Guidance are under the Academic, Social, and Behavioral Supports section to reference as the Plan is being developed. School officials may use the supports listed in the NJDOE Guidance.

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

- Not being utilizing
- Being developed by school officials
- Currently being utilizing

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

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

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

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

b. Multi-Tiered Systems of Support (MTSS)

MTSS is a systematic approach to prevention, intervention, and enrichment in grades Pre-K through twelve for academics and

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behavior that offers educators and families a mechanism to identify individual students who need extra support.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

c. Wraparound Supports

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

d. Food Service and Distribution

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

e. Quality Child Care

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

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Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

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

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- 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;

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- (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.

[\[See Appendix M – Pandemic Response Team\]](#)

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3. Scheduling

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

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issues which are exacerbated by viewing content on screens for an extended period.

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

[\[See Appendix N – Scheduling of Students\]](#)

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4. Staffing

- a. The school district should consider access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.
- b. When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.
- c. The Board's Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.
- d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
- e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
 - (1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.
 - (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals

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

- (3) Certification
 - (a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.
 - (b) Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[\[See Appendix O – Staffing\]](#)

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.

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- (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
 - (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
 - (7) Provide regular feedback to students and families on expectations and progress.
 - (8) Set clear expectations for remote and in-person students.
 - (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
 - (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
 - (11) Instruct and maintain good practice in digital citizenship for all students and staff.
 - (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
 - (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
 - (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
 - (15) Limiting on-line activities for 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.

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- (2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
 - (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
 - (4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
 - (5) Continue to maintain logs of mentoring contact.
 - (6) Mentor teachers should consider all health and safety measures when doing in-person observations.
 - (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.
- d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:
- (1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
 - (2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.
 - (3) Prioritize vulnerable student groups for face-to-face instruction.
 - (4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.

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- (5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
- (7) Define and provide examples of high-quality instruction given context and resources available.
- (8) Assess teacher, student, and parent needs regularly.
- (9) Ensure students and parents receive necessary supports to ensure access to instruction.
- (10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
- (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
- (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
- (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.

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

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- (1) Lead small group instruction to ensure social distancing.
 - (2) Consider student grouping to maintain single classroom cohorts.
 - (3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
 - (4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.
 - (5) Provide real-time support during virtual sessions.
 - (6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
 - (7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
 - (8) Lead small group instruction in a virtual environment.
 - (9) Facilitate the virtual component of synchronous online interactions.
 - (10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).
- g. Substitutes
- (1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
 - (2) Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
 - (3) Designate substitutes to a single school building or grade level to avoid too much movement between schools.
 - (4) Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

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[\[See Appendix O – Staffing\]](#)

6. Educator Roles Related to School Technology Needs
 - a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:
 - (1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.
 - (2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
 - (3) To the extent possible, provide district one-to-one instructional devices and connectivity.
 - (4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).
 - b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:
 - (1) Train student teachers to use technology platforms.
 - (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
 - (3) Survey assistant teachers to determine technology needs/access (Pre-school).
 - (4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
 - c. Student teachers should:

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- (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 teachers and maintain social distancing.
 - (4) Manage online classrooms for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
 - (5) Implement modifications or accommodations for students with special needs.
 - (6) Facilitate one-to-one student support.
 - (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
 - (8) Provide technical assistance and guidance to students and parents.
 - (9) Develop online material or assignments.
 - (10) Pre-record direct-instruction videos.
 - (11) Facilitate student-centered group learning connecting remote and in-person students.
- d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:
- (1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.

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- (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 the 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.

[\[See Appendix P – Athletics\]](#)

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C. Policy and Funding

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

1. School Funding

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

- (1) Elementary and Secondary School Emergency Relief Fund;
- (2) Federal Emergency Management Agency – Public Assistance; and
- (3) State School Aid.

- b. School District Budgets

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.

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(1) Purchasing

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

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

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

(3) Costs and Contracting

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

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D. Continuity of Learning

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

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

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

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

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

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

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

2. Technology and Connectivity

a. School districts should strive to ensure that every student has access to a device and internet connectivity. School districts

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

- b. Districts should:
 - (1) Conduct a needs assessment.
 - (2) Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.
 - (3) Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.
 - (4) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.
 - (a) If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.

3. Curriculum, Instruction, and Assessment

- a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).
- b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.

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- c. Virtual and Hybrid Learning Environment
 - (1) Curriculum
 - (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.
 - (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.
 - (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate support necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.
 - (2) Instruction
 - (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.
 - (b) In crafting an instructional plan, the school district should consider the following:
 - (i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.
 - (ii) Design for student engagement and foster student ownership of learning.

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- (iii) Develop students' meta-cognition.
 - (iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.
 - (v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
 - (vi) Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.
- (3) Assessment
- (a) For the purposes of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
 - (b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
 - (c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.
 - (d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.
 - (e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with

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respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.

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

4. Professional Learning

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

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

c. Professional learning opportunities should be:

- (1) Presented prior to the beginning of the year;
- (2) Presented throughout the school year;
- (3) Presented in order to grow each educator’s professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
- (4) Presented to include the input and collaboration of stakeholders, including all staff, parents, and community members; and
- (5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.

d. Mentoring and Induction

- (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.

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- (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
- (4) Mentoring must be provided in both a hybrid and fully remote learning environment.
- (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

e. Evaluation

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

5. Career and Technical Education (CTE)

- a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.
- b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.
- c. Guiding Principles

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

d. Quality CTE Programs

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

e. Work-Based Learning

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

f. Career Advisement and Development

Strong career 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.

g. CTE Recruitment and Retention

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

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h. Funding to Support CTE Programs

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

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Appendices

Restart and Recovery Plan to Reopen Schools

**Verona
Board of Education**

2020-21 School Year

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Appendix A

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

This school district should include in Appendix A the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.a., including, but not limited to:

General Health and Safety Guidelines for the Verona Public School District

CDC Guidelines: please visit <https://www.cdc.gov/coronavirus/2019-ncov/> for the latest up-to-date information.

State and Local Guidelines: The NJ Department of Education released “The Road Back” on June 26, 2020 which outlines all the NJ Department of Education guidelines and recommendations for the reopening of our schools. The document in its entirety can be found at <https://www.nj.gov/education/reopening>.

The Verona School District will:

- Continue to maintain communication with authorities on both the local and state levels. The superintendent will keep the Verona Police Department, Mayor and Council, the Essex County Department of Education, the Montclair Public Health Department and the Essex County Office of Emergency Management apprised of all incidents and outbreaks as they occur.
- Provide [accommodations for staff](#) and [students](#) who are at higher risk for severe illness once medical documentation is obtained.
 - Accommodations can include but are not limited to:
 - Telework
 - Virtual Instruction
 - Additional protective equipment
 - Follow CDC’s Guidance for Schools and Childcare Programs
 - Promote behaviors that reduce spread by:
 - Requesting staff and students stay home when ill
 - Maintain and provide proper hand hygiene and respiratory care
 - Require both students, staff and visitors to wear face coverings at all times, unless doing so would inhibit their health.
 - Provided appropriate signage in our facilities to provide guidance to maintain social (physical) distancing.

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Appendix B

Critical Area of Operation #2 - Classrooms, Testing, and Therapy Rooms

This school district should include in Appendix B the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.b., including, but not limited to:

Social Distancing in Instructional and Non-Instructional Rooms

Guidelines

- Class Sizes and Arrangement of Desks
 - In order to maintain social distancing, desks will be arranged in a manner whereby each student will be **at least 6 feet away** from each of their peers when sitting in their seats.
- Exterior Signage
 - Parking lot signs designating proper social distancing when parking
 - Exterior door and window signs listing COVID-19 procedures for entry
 - Signs notifying masks required to enter building
 - Signs notifying temperature will be taken before entering buildings
 - Sidewalk markers identifying 6 foot social distancing spaces
 - Signs properly identifying designated entrance and exits & direction of travel
 - All above signage suggested for all outdoor sports areas
- Interior Signage
 - COVID-19 procedure signs
 - 6 foot social distancing markers
 - Direction of travel signs
 - Hand washing signs
 - Masks required signs
- Hallway Flow
 - Hallways in all six schools will be made one-way hallways when necessary. Alternatively, the district will draw a line down the middle of hallways for schools where it is not an option but appropriate physical distancing will be maintained.
 - Social distance should be maintained in the hallways and common areas.
 - Face masks are required at all times.
 - Lockers will not be utilized.

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- Use of Face Masks and Desk Shields
 - All school staff, students and visitors will be required to wear face coverings unless doing so would inhibit the individual's health. Please note, individuals who cannot wear a mask will be required to wear a face shield.
 - Desk shields will be utilized in all offices and common areas.

Procedures for Hand Sanitizing/Washing

- Wash hands frequently (e.g., before and after meals, after coming inside, after sneezing, blowing your nose, or coughing) with soap and water for at least 20 seconds.
- Avoid touching your face.
- Cover coughs and sneezes with a tissue and throw the tissue away immediately.
- Provide easy access to soap and warm water for handwashing for all children and staff.
- Except for when eating, preparing, or serving food, hand-sanitizing products with at least 60% alcohol may be used as an alternative method to handwashing. Hand-sanitizing products will be located:
 - In each classroom
 - At entrances and exits of buildings
 - Near lunchrooms and bathrooms
 - Children five years of age and younger will be supervised when using hand sanitizer
 - For classrooms that have existing handwashing stations, stations will have soap, water, and alcohol-based sanitizers (with at least 60% alcohol).

Evaluation/Therapy/Testing Practices (CST)

- Only staff necessary to evaluate should be inside the testing room.
- Staff and student only bring necessary materials into the testing room (manuals, protocols, manipulatives) No food, drink, toys, or additional bags unless relevant to testing.
- Face Masks or clear plastic face shields must be worn.
- Clear plastic covers for stimulus books will be utilized for easy sanitizing.
- Manipulatives will be sanitized; one-time use of student pencils, protocols will be disinfected and placed in zippered plastic bags.

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Cleaning Practices in Testing Rooms (CST)

- Items that are difficult to clean, such as soft toys, will be removed from the testing room.
- District staff will follow regular cleaning protocols and use an approved disinfectant.
- District staff will clean and disinfect frequently touched surfaces throughout the day and at night.
- District staff will clean and sanitize all manipulatives between test sessions and again at the end of the day.
- District staff will clean any machine washable items in the hottest setting.
- District staff will keep a designated bin for separating toys that have been in children's mouths.
- When a child is done with a mouthed toy, the toy will be placed in a bin that is inaccessible to other children and wash hands.
- The toy will be cleaned and sanitized prior to returning to the test area.

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Appendix C

Critical Area of Operation #3 – Transportation

This school district should include in Appendix C the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.c., including, but not limited to:

Student Transportation

- The Verona Public Schools is primarily a walking district. We do provide busing for those families who have students with special needs and/or circumstances. The district will continue to offer busing to those families who have not waived their transportation rights.
- The district will require all students and bus drivers to wear face masks while on the bus. The district will also work with the transportation provider to ensure that the bus is appropriately disinfected and cleaned after each bus run. This should be easily achievable as our special education transportation needs will be provided by another third party vendor.

Social Distancing on School Buses

- The Verona Public Schools have equipped their district busses with the appropriate recommended soft shields. The soft shield is a removable barrier used in between seats to help protect against the spread of airborne germs and diseases. The soft shield guard provides physical separation between seats.
- The Verona Public schools, for athletic buses, will also require students to be one person per seat and for masks to be worn. Additionally the driver compartment will be shielded with a soft shield to provide a safe barrier between the drive and student-athletes.

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Appendix D

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

This school district should include in Appendix D the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.d., including, but not limited to:

Location of Student and Staff Screening

- Students/staff who are exhibiting COVID-19 symptoms will be escorted to the designated isolation room
- For more information on procedures, please refer to Appendix E.

Social Distancing in Entrances, Exits, and Common Areas

- Exterior Signage
 - Parking lot signs designating proper social distancing when parking
 - Exterior door and window signs listing COVID-19 procedures for entry
 - Signs notifying face covering/masks required to enter building
 - Sidewalk markers identifying 6 feet social distancing spaces
 - Signs properly identifying designated entrance and exits & direction of travel
 - All above signage suggested for all outdoor sports areas
- Interior Signage
 - COVID-19 procedure signs
 - 6 foot social distancing markers
 - Direction of travel signs
 - Hand washing signs
 - Masks required signs
- Hallway Flow
 - Hallways in all six schools will be made one-way hallways when possible. Alternatively, the district will draw a line down the middle of hallways for schools where it is not an option but appropriate physical distancing will be maintained.
 - Social distance should be maintained in the hallways and common areas.
 - Face masks are required at all times.
 - Lockers will not be utilized.
- Once studentStaff will monitor hallways to ensure students are practicing social distancing and entering classrooms
- All school staff, students and visitors will be required to to wear face coverings unless doing so would inhibit the individual's health. Please note, individuals who cannot wear a mask will be required to wear a face shield.

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Appendix E

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

This school district should include in Appendix E the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.e., including, but not limited to:

Screening Procedures for Students and Staff

The Verona School District has adopted a daily screening process policy for students and staff that will be recorded each month. The policy does include accommodations for students with disabilities.

- The parents/guardians of students and staff will be responsible for completing a form in Genesis (see [Google Sheet](#) as an example) that contains the following prior to the arrival at school.
 - The student will be asked the following questions and answers recorded:
 - Fever (greater than or equal to 100.4 °F)
 - Cough or shortness of breath
 - Sore throat
 - Chills
 - Congestion or runny nose
 - Muscle aches or rigors
 - Headache
 - New loss of taste or smell
 - Abdominal pain, nausea, vomiting, or diarrhea
 - Have you had close contact with someone who is currently sick?
 - Have you been diagnosed with COVID-19 in the past two weeks or have reason to believe you have COVID-19?
 - Have you traveled or had close contact with anyone who has traveled internationally in the last 14 days?
- If a student or staff member develops a fever of 100.4 degrees Fahrenheit or greater, then the student or staff member will be referred to the school nurse for further evaluation (see Protocols for Symptomatic Students and Staff on the next page).

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Protocols for Symptomatic Students and Staff

Safely and respectfully isolated from others.

- Students/staff who are exhibiting COVID-19 symptoms will be escorted to the designated area of isolation.
- The school nurse will use a hand-held non-contact digital temperature scanner and record the student's temperature. The nurse will also check and record for other symptoms of COVID-19 or other illness ([see form](#)).
- If the school nurse confirms the symptoms to be COVID-19 or another illness, the school nurse will contact the student's parents/guardians to pick up their child.
 - If, after a reasonable amount of time and attempts are made to reach a child's parent/guardian, the school will call an ambulance to bring the student to the hospital.
 - **Parents/guardians: Please update your child's emergency contact information in Genesis prior to the start of school (including a local emergency contact, if possible).**
- If the school nurse confirms that a staff member has symptoms of COVID-19 or another illness, the school nurse will contact the building principal and a substitute or teacher coverage will be provided to cover the teacher's remaining classes for the day.
- Students or staff presenting significant symptoms will be sent home immediately from the building and may not return to school until a written medical clearance is presented.
 - Acceptable clearance includes a negative COVID-19 test or a note from their physician stating that they are not contagious.
- If the district becomes aware that an individual has spent time in the building and tests positive for COVID-19, the district will immediately notify the Montclair Public Health Department and County Department of Education and the family of the confirmed case while maintaining confidentiality.
- Contact Tracing procedures will begin (see appendix F).

Protocols for Face Coverings

- All students and staff must wear face coverings unless doing so would inhibit their health. Please note, individuals who cannot wear a mask will be required to wear a face shield.
- Visitors will wear masks at all times unless they are under 2 years old or it is a health concern for the visitor. The amount of visitors allowed entry into the building will be drastically reduced.
- Signs will be posted throughout the building requiring all its occupants to wear a face covering/mask.

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Appendix F

Critical Area of Operation #6 - Contact Tracing

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

1. **Investigation:** The Montclair Public Health Department is contracted to provide public health services for Verona Township. Upon confirmation of a COVID diagnosis, the district will work with the Montclair Public Health Department, who will then work with a patient (student or staff) to help them recall everyone with whom they have had close contact during the time when they may have been infectious. For COVID-19, a close contact is defined as any individual who was within 6 feet of an infected person for at least 15 minutes starting from 48 hours before the person began feeling sick until the time the patient is isolated.
2. **Notification:** The district will first notify the Montclair Public Health Department and the Essex County Education Department about the confirmation of a COVID case. The Montclair Public Health Department will then begin contact tracing by notifying exposed individuals (contacts) of their potential exposure as rapidly and sensitively as possible, not revealing the infected patient's identity.
3. **Support:** Parents will be provided with education, information, and support to help them understand their risk, what they should do to separate themselves from others who are not exposed, and how to monitor themselves for illness. In addition, they are informed of the possibility that they could spread the infection to others even if they themselves do not feel ill.
4. **Quarantine & Isolation:** Isolation refers to those who are already sick while quarantine is for people who are not sick, but may have been exposed. Contacts will be encouraged to stay home and maintain social distance from others (at least 6 feet) until 14 days after their last exposure to the infected patient, in case they also become ill.
 - a. During quarantine, students will become remote-only learning students.
 - b. During quarantine, staff will teach their students from their

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residence, if they are able.

- c. Students or staff presenting may return to school when written medical clearance is presented.
 - i. Acceptable clearance includes a negative COVID-19 test or a note from their physician stating that they are not contagious.

5. The district will maintain logs in each building of contacts, dates of exposure, isolation and quarantine.

Verona Public Schools Containment Guidelines

Situation	Containment Response	Note
Confirmed Case (Student or Faculty)	<ul style="list-style-type: none"> ● May recommend school-wide virtual instruction (Stage 1 for a day to allow the health department to complete a contact tracing investigation. ● All students and faculty in class or on a bus with a confirmed case are quarantined for 14 days. ● Confirmed cases are recommended to isolate as per existing guidance. ● Student will learn remotely during quarantine. ● Staff will teach their students from their residence, if they are able. 	
Probable Case (Student or Faculty)	<ul style="list-style-type: none"> ● May recommend school-wide virtual instruction (Stage 1) for a day to allow health department to complete contact tracing investigation ● All students and faculty in class or on bus with a probable case are quarantined for 14 days or until probable Case tests negative ● Probable Case is recommended to isolate as per existing guidance. ● Probable Case is recommended for testing. ● Student will learn remotely during quarantine. ● Staff will teach their students from their residence, if they are able. 	

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<p>Reported Symptoms (Student or Faculty) with no known exposure to a confirmed case</p>	<ul style="list-style-type: none"> ● Student and faculty members with symptoms stay home until 24 hours after symptoms resolve. ● If faculty or students are sent home with symptoms, isolation is recommended. ● Testing for COVID-19 recommended but not required. ● Student will learn remotely during quarantine. ● Staff will teach their students from their residence, if they are able. ● Please continue to follow existing guidance from local and state health departments. 	
<p>Close Contact (Student or Faculty)</p>	<ul style="list-style-type: none"> ● Student or faculty that are close contacts of confirmed cases outside the school will be quarantined for 14 days after last exposure to the confirmed case. ● Students will learn remotely during quarantine. ● Staff will teach their students from their residence, if they are able. ● Please continue to follow existing guidance from local and state health departments. 	

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Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

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

Facilities Cleaning Practices

The district has developed a schedule for increased, routine cleaning and disinfection as outlined in the district's policy.

1. A schedule for routinely cleaned and disinfected surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily such as doorknobs, light switches, classroom sink handles, countertops has been developed.
2. Use 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. 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:

- Classroom desks and chairs
 - Lunchroom tables and chairs
 - Door handles and push plates
 - Handrails
 - Kitchens and bathrooms
 - Light switches
 - Handles on equipment (e.g. athletic equipment)
 - Buttons on vending machines and elevators
 - Shared telephones
 - Shared desktops
 - Shared computer keyboards and mice
 - Drinking fountains
 - Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).
3. To limit crowds in the bathroom the district will limit the number of students who can enter the bathrooms to no more than three students.
 4. There will be designated bathroom sign-ins with a staff member throughout each building.
 5. The district will have all bathroom doors propped open to limit contact

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6. The drinking fountains will be turned off and the schools will encourage staff and students to bring in their own bottled water.
7. Hand sanitizer will be made available at the entrance to each building as in each classroom, bathroom and office. There will also be hand sanitizers found throughout the hallways.
8. Schedule for routine cleaning and disinfecting of furniture has been developed
9. EPA approved disposable wipes will be available to all staff to clean commonly used surfaces such as keyboards, desks, and remote controls before use.
10. The district will ensure adequate supplies to support cleaning and disinfection practices.
11. The district will make sure space between the bathroom sinks is 6 feet apart.
12. After a person has been confirmed as COVID-19 positive:
 - a. The building will be thoroughly cleaned and sanitized
 - b. The areas where the affected person was will be closed and 24 hours later cleaned and sanitized
 - c. Windows and outside doors will be opened to increase air circulation
13. Where deemed necessary, additional training will be provided to the custodial staff.

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Appendix H

Critical Area of Operation #8 – Meals

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

- The Verona Public Schools will provide lunch to students who qualify for free and reduced lunch. The meals will be made fresh on a daily basis and will be delivered to the homes of the eligible students.
- If it comes to the administration's attention that a family's financial status has changed and has been adversely impacted, those families may be eligible for the free & reduced lunch program.

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Appendix I

Critical Area of Operation #9 – Recess/Physical Education

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

Physical Education Plan/Recess

As the Verona School District works to adjust their models of K-12 Physical Education & Health instruction totaling 150 minutes per week during COVID-19, it's important to differentiate between physical education and physical activity, and provide students with opportunities for both. Physical activity is bodily movement of any type and may include recreational, fitness and sport activities such as jumping rope, playing soccer, lifting weights, as well as daily activities such as walking to the store or taking the stairs.

Schools should offer recess and classroom-based physical activity as opportunities for students to engage in physical activity throughout the school day. Additionally, physical education programs offer the best opportunity to provide physical activity to all children and to teach them the skills and knowledge needed to establish and sustain an active lifestyle. An effective physical education program, along with a skills-based health education program, provides learning opportunities, appropriate instruction, and meaningful and challenging content for all students. Social and emotional learning (SEL) is a critical component of educating today's youth and a key component of health and physical education instruction. In preparing for school reentry, intentionally incorporating SEL will be essential to supporting students through the COVID-19 pandemic. The utilization of other staff members (e.g., school counselor, school nurse, social worker, school psychologist, other teachers, librarian) to share SEL-specific skills being taught.

Our top priority is to prepare an environment for safe and supportive instruction in physical education, health education, and physical activity.

Hybrid learning (defined as a combination of in-school instruction with physical distancing and distance learning)

- Physical education
- Health education
- Recess
- Classroom-based physical activity

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The Verona Public Schools will:

- Locker rooms will be closed during the pandemic. Students will then 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.
- Playgrounds will be closed for student use until further notice.
- Provide physical education lessons that do not involve physical education equipment.
- Designate specific areas for each class. Select a location for physical education instruction where students and staff can respect physical distancing guidelines and remain 6 feet apart.
- When possible, use outdoor spaces for physical education instruction.
- If using the gymnasium or multipurpose room for instruction, keep the doors and windows open if possible, to maximize circulation and air flow to accommodate for increased respiration by students while participating in physical activity.
- Continue to address all five National Standards for K-12 Physical Education by selecting associated activities that require little or no use of shared equipment by students. Educators may need to shift the focus of their curriculum to Standard 3 (health-enhancing fitness), Standard 4 (personal and social responsibility) and Standard 5 (value of physical activity) and incorporate activities for Standard 1 (motor skills and movement patterns) and Standard 2 (movement concepts) that are safe and appropriate. NOTE: In some situations, it may not be possible to address all Grade-Level Outcomes due to the constraints of physical distancing.
- Focus more on individual pursuits or skills rather than traditional team sports or activities (e.g., dance and rhythms, exercises without equipment, fitness, mindfulness, outdoor pursuits, track and field, throwing underhand, kicking and target games).
- Consider assigning tasks for at-home completion and then have students apply the knowledge gained in the school setting (i.e., have students practice a skill at home and then apply it during a class activity).
- In school, have students participate in individual physical activities (e.g., dance, yoga, track and field, fitness stations) that comply with physical distancing guidelines and require little or no equipment. When students are at home, have them focus on activities for motor skill development (e.g., underhand throwing, self-toss and catch, catching with a parent or sibling).
- Consider a flipped classroom approach where students first learn about a topic at home and then come prepared to learn more about it in class (e.g., students watch a video about The Haka at home, then in school the teacher answers questions and teaches in more depth).
- Consider switching from providing direct instruction to more of a student-directed instruction approach (e.g., project-based learning or flipped classroom).

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- Provide synchronous learning opportunities (distance learning that happens in real time) as much as possible, but record lessons to provide to students who may not have access in real time.
- Allow for optimal student choice and provide opportunities for students to engage with teachers directly and often. This will be crucial to keep students motivated. Additionally, students are more interested in seeing videos created by their own teachers than shared videos created by other teachers.

Full Virtual Instruction

- Physical education
- Health education

The Verona Public Schools will:

- Even when students are learning at home, health and physical educators should provide students with guidance and activities to help them meet the required 150 minutes a week of Physical Education and Health using the NJ State Standards (NJSLs).
- Survey students to find out what materials they may have at home to use for physical activity lessons.

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Appendix J

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

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

Extra Curricular Activities and Use of Facility

- Extra Curricular appointments will be approved on an “as needed” basis. If approved, activities will:
 - adhere to the same social distancing and hygiene protocols setup for the classrooms
 - be held virtually whenever it is feasible
- Any external community organizations utilize our buildings will:
 - be subjected to the same social distancing and hygiene protocols set forth for the school district. The district will be restricting the use of its facilities to outside organizations.
- All meetings and clubs will be held virtually, whenever it is feasible.
- Until further notice, all in person field trips will not be permitted.

Athletics

- NJSIAA guidance allows for a safe return to play pending evolving nature of public health concerns
- NJSIAA established COVID-19 Medical Advisory Task Force & Sports Advisory Task Force to review State & Local Health guidelines, as well as NJDOE guidance, to determine changes that will need to be made to accommodate the 2020-21 interscholastic sports seasons
- The Verona Public Schools District reserves the right under local control to cancel seasonal athletics activities when deemed necessary in the best interest of health and safety of our student athletes, coaches, & volunteers, as well as coordination of operational and financial constraints
- Students who opt for remote learning option only may participate in interscholastic athletics
- Athletics will be played outside or in larger spaces to allow for social distancing, whenever possible
- Please visit the [NJSIAA website](#) to utilize their COVID-19 resources as it pertains to interscholastic athletics

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Appendix K

Academic, Social, and Behavioral Supports

This school district should include in Appendix K supplemental materials, evidence, and further explanations of the elements listed in the Academic, Social, and Behavioral Supports section in the Board's Plan – Section A.2.a. through A.2.e.

Students who are experiencing learning or behavioral difficulties are generally referred to Intervention and Referral Services (I&RS), Counseling, the 504 team or the Child Study Team (CST). Plans to support those students are developed after consultation with staff and parents. The existing plans may require modifications to accommodate the present reality of scheduling, mask wearing, social distancing, etc. and those need to be addressed as needed.

It is anticipated that new supports will be needed to remediate learning loss due to school closure and remote learning. Additionally some students may experience behavior challenges as a result of the new expectations such as remaining socially distanced and mask wearing.

During these unprecedented times, it is anticipated that students may find it difficult to adhere to new expectations. In particular, students with high energy levels and delayed executive functioning may need frequent breaks from the classroom. This may require staff members such as counselors, behaviorists, or any available adult to take the child for a brief walk or stretch when they become unable to function in their group. This is also a good time to attend to the student's individual SEL needs with a brief conversation or a game.

Multi-Tiered Systems of Support

Verona School District will be utilizing the RTI framework (Response to Intervention) as a systematic approach to prevention, intervention and enrichment for students in grades PK-12. Verona will

- Administer universal screening to drive instruction in the Fall of 2020, whether we are in-person or virtual.
- Form teams of staff to utilize the data to inform decisions about instruction and intervention in each support tier.
- Include family members in the decision making process
- Make instructional decisions grounded in the data obtained from formative assessments.

Special Education and ESL Services

Verona School District will continue to meet our obligations to students with disabilities and or ESL students to the greatest extent possible. The district will have:

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- 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 an IEP or 504.
- IEP teams review student data/progress to determine whether critical skills were lost during the 19-20 school closure.
- IEP teams consider the impact of missing services on student progress and determine if additional services are needed.
- IEP teams develop a procedure to complete overdue and/or incomplete evaluations to determine eligibility for special education services
- Clear communication to parents/guardians for the procedures for student referrals and evaluations to determine eligibility for special education and related services or a 504 plan.
- ESL screening will occur for all incoming identified students
- ESL services will be provided as dictated by the students program.

Social Emotional Learning

Students Well Being

The Verona Schools uses a comprehensive approach to addressing the academic, behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment. Verona accomplishes this through following:

- Our elementary counselors will work with elementary students, teachers, and parents to implement Peekapak (<https://www.peekapak.com/>), a social emotional learning curriculum designed to support students through engaging lessons, stories, and personalized learning experiences. Furthermore, our counselors will teach our students about self-regulation, teamwork, empathy, and more social emotional learning skills that are aligned with the Common Core literacy standards, actively engage students, and promote diversity and inclusion.
- Our elementary schools will continue to implement an annual curriculum with students and parent communities to increase effective student communication, empower students to solve problems with their peers, and to reduce student conflicts.
- Conflict Resolution lessons will continue to be taught by the classroom teacher. This will also include the bi-weekly home-school connections.
- Peer Mediation - Peer Mediators will not be assigned mediation duties due to social distancing limitations. However we will continue with the recruitment and training process.
- Working New Jersey Positive Behavior Supports in Schools (NJ PBSIS), our middle and high schools have created a positive school climate with students and staff by implementing two important features of a school-wide student recognition system: behavior specific praise and reward tickets and tokens.
- Our middle school staff has created O.W.L. days that support our students through goal-setting, open-mindedness, team-building, VHS peers, and celebration sessions.

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- Our middle school counselors teach students advisories in grades 5 and 6 throughout the school year. This allows them to develop better relationships with their students as well as providing current social-emotional programming.
- Our high school staff celebrates students with strong work ethics, determination, and grit by highlighting monthly students of the month awards during our Board of Education meetings.
- Our high school counselors meet with each and every student under their guidance on an annual basis. Our counselors support both the students and parents during their high school journey from the beginning of ninth grade all the way through twelfth grade socially, emotionally, and academically.

Social Emotional Learning

Educators Well-Being

It is extremely important for the Verona School District to address the social emotional well being of its staff. If our staff is healthy both emotionally and mentally, they will be better able to promote a healthy learning environment for our students.

The Verona School District will look to:

- Promote self-care and wellness through the summer and at the start of the 20-21 school year.
- Create opportunities for the staff to practice and reflect on their emotional well-being.
- Provide time for the staff to re-establish their connections with their colleagues.

Trauma-Informed Social and Emotional Learning

The Verona School District will continue to embed Social and Emotional Learning into the classrooms. The district puts the mental health and well being of its students and staff in the forefront and realizes the potential trauma that the COVID-19 closures may have caused. In that regard, the district will:

- Establish routines and maintain clear communication on the importance of SEL and how it translates to student success during the school year whether in-person or virtually.
- Support students and staff in feeling safe.
- Continue to provide professional development in social emotional learning and the integration into the classroom.
- Identify staff in each building who can address the trauma and emotional well being of our students.
- Provide professional development on trauma informed practices working with Facing History and Teaching Tolerance as two examples.

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Appendix L

Restart Committee

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

The Verona Public Schools Re-Opening Committees were highly engaged in discussions over the month of July on how to safely reopen schools this September 2020. The members of this task force include over 150 representatives from our administration, faculty and staff, parents, and students who examined areas of Facilities, Wellness, Curriculum & Instruction, Governance & Operations, and Technology. As you can imagine, each of these conversations has presented thoughtful ideas as we collectively strive to identify solutions to these unique and unprecedented challenges. The New Jersey Department of Education provided guidelines to school districts in the [Road Back: Restart and Recovery Plan for Education](#), which outlines the anticipated minimum standards that our schools will follow to ensure the safety and well being of our students and staff. There are numerous considerations that our District is incorporating as we develop our school reopening plan. Below are the five committees and its participants:

Curriculum & Instruction Committee

Dr. Charles R. Miller	Director of CIA	Nicole Stuto	Principal of Brookdale
Pam Solomon	Elementary Teacher	Kristina Ellenbogen	Elementary Teacher
Sarah Conklin	Elementary Teacher	Karen Tully	LDTC
Heather Andersen	Literacy Coach	Jeani Sapienza	Elementary Special Education
Emma Franks	Elementary Special Education	Joan Weiss	Elementary Teacher
Davel Galbierczyk	Principal HBW	Glen Stevenson	STEM Supervisor
Lisa Sarrett	Mathematics	Michelle Mustardo	Art
Paul Moschella	Science	Brian Michaelowski	Instrumental Music
Maggie Manning	Social Studies	Melissa Hanulak	HBW Special Education
Carolyn Moy	Social Studies	Steven Schels	Humanities Supervisor
Erik Lynch	Instrumental Music	Gina Venezia	Special Services Supervisor
Dr. Janan Wehbeh	Chemistry	J Gladsky	English

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Dr. Chris Tamburro	Social Studies	Casey Harris	Biology
Jessica Schram	Social Studies	Melissa Wallerstein	Social Studies
Nathan Scott	Chemistry	Jason Atkins	Tech Ed Design

Facilities Committee

Dr. Anthony Lanzo	Elementary Principal	Corrie Majestic	Elementary
Gina Mainella	Elementary Teacher	Maria Rodgers	Elementary Nurse
Paula Petrucelli	Elementary Paraprofessional	Paula Pineda	Elementary Paraprofessional
Amanda Hamilton	Vocal Music	Yvette McNeal	HBW Principal
Marisa Albano	HBW Science	Norma Palmer	HBW Nurse
Jody Sewell	HBW Special Education	Pete Foster	HBW Social Studies
Angela Salisbury	Business	Dr. Rui Dioniso	Superintendent of Schools
Eric McElroy	VHS Physical Education	Patricia Hemsley-Cartotto	VHS Physical Education/Health
Matt Rosa	VHS Special Education	Marjorie Constantino	VHS Biology
Joe Higgins	Buildings & Grounds	James Aiello	Buildings & Grounds

Operations Committee

Jeff Monacelli	Elementary Principal	Joshua Cogdill	VHS Principal
Deb Lawrence	Administrative Asst.	Diane Denoratis	Administrative Asst.
Lisa Varuolo	Elementary Art	Kris Depoe	Elementary Teacher
Luisa Hirsch	Elementary Spanish	Dara Chamma	HBW English
Christine Donahue	HBW Mathematics	Dan Halpern	HBW Instrumental Music
Robert Merkler	Director of Athletics	Thomas Lancaster	VHS Assistant Principal
Stacey Smith	HBW English	Danielle Kelly	HBW Mathematics
Andrea Jordan	HBW Physical Education & Health	Carolyn Pietrucha	HBW Science

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Sandra Lorente	HBW Spanish	Glen Haerle	HBW Special Education
Gina Ballinger	Administrative Asst.	Robert Cashill	VHS Mathematics
Dina Rizzuto-Francis	VHS Nurse	Robert Maher	VHS Social Studies

Technology Committee

Howard Freund	Principal at Laning	Eltion Ballaj	Manager of Technology
Megan Pellegrino	Elementary Teacher	Elisa Freda	Elementary Librarian
Corisa Walker	Elementary Librarian	Judy Szybist	Elementary Music
Yvonne Rodzen	HBW ELA	Mary Anne Halbert	HBW ELA
Jen Kleinknecht	HBW Librarian	Karolina Siwek	HBW Mathematics
Dr. Charles R. Miller	Director of CIA	Glen Stevenson	Supervisor of STEM
Andor Kish	HBW Comp Sci	Christina Sciacchitano	VHS Graphic Arts
Helene McLaughlin	VHS Graphic Arts	Pam Burke	VHS Business
Elissa Malespina	VHS Librarian	Rich Wertz	VHS Mathematics/Comp Sci
Christine Sepeie	VHS Social Studies	Jason Atkins	Tech Ed & Design

Wellness Committee

Frank Mauriello	Director of Spec. Ser.	Michelle Staranka	Elementary Teacher
Melissa Pesce	Elementary Teacher	Tamara Gesario	Elementary Teacher
Carolyn Luehs	Elementary Nurse	Joan Petronico	Elementary Nurse
Elise Edelstein	School Psychologist	Maureen O'Neill	Elementary Special Education
Abigail Whelan	Elementary Spec. Ed.	Jennifer Gadaleta	Director of Counseling
Harriette Warshaw	HBW Counselor	Lynn Schussel	HBW Counselor
Daniel Corrado	HBW PE & Health	Kim Asmar	HBW Psychologist
Dr. Terry Shapiro	VHS Psychologist	Jason Calo	District Athletic Trainer
Laura Thelander	ESS Supports		

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The Elementary, Middle and High Schools formed focus groups through their SCA organizations. Parents participated in a guided discussion with building principals regarding their past experience with remote learning and the planning for the reopening of schools in September 2020. Feedback was shared with the district administrative team.

Brookdale SCA Parent Focus Group

Name	Title	Name	Title
Mrs. Nicole Stuto	Principal	Mrs. Danielle Mueller	SCA Co-President
Mrs. Cassie Farmer	SCA Co-President	Mrs. Shannon Clutterbuck	Parent
Mrs. Laura Garnet	Parent	Dr. Jeannette Gonzalez-Simon	Parent
Mrs. Naomi Gruchacz	Parent	Mrs. Laura Lelio	Parent
Mrs. Shauna Lodato	Parent	Mrs. Carrie Nawrocki	Parent
Mrs. Jen Quinn	Parent		

FN Brown SCA Parent Focus Group

Name	Title	Name	Title
Dr. Anthony Lanzo	Principal	Mrs. Janice Garthwaite	SCA President
Mrs. Catherine Crevoiserat	Parent	Mrs. Nicole Duda	Parent
Mrs. Mary Guldin	Parent	Mrs. Doris Luftglass	Parent
Ms. Kelly Lawrence	Parent	Mrs. Natalie Pepe	Parent
Mrs. Jennifer Marchese	Parent		

Forest SCA Parent Focus Group

Name	Title	Name	Title
Mr. Jeffrey Moncaelli	Principal	Mrs. Cathy Kissane	Parent
Mrs. Joanna Albertine	Parent	Mrs. Megan Mazza	Parent
Mrs. Danielle DeRuyter	Parent	Mrs. Kim Napoli	Parent

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Mrs. Diana Ferrera	Parent	Mrs. Andrea Santamaria	SCA President
Mrs. Noelle Guarino	Parent	Mrs. Colleen Sheridan	Parent

Laning SCA Parent Focus Group

Name	Title	Name	Title
Mr. Howard Freund	Principal	Mrs. Meg Garcia	Parent
Mrs. Kristina Oliver	SCA Co-President	Mrs. Maria Kennedy	Parent
Mrs. Carrie Shafer	SCA Co-President	Mrs. Sandy Mutovic	Parent
Mrs. Kristin Venezia	Parent	Mrs. Lisa Nazzaretto	Parent
Mrs. Sarina Rivera	Parent	Mrs. Jen Place	Parent
Mrs. Joanna Gaxis	Parent	Mrs. Dawn Vacca	Parent

HBW SCA Focus Group

Name	Title	Name	Title
Mrs. Yvette McNeal	Principal	Mrs. Sara Latson	Parent
Mr. David Galbierczyk	Principal	Mrs. Mary McHugh	Parent
Mrs. Kate Curren	SCA President	Mr. Jeff Mielke	Parent
Mrs. Dana DeMars	SCA President	Mrs. Susan Nogales	Parent
Mr. Jack Boston	Parent	Mrs. Jen Quinn	Parent
Mrs. Janice Garthwaite	Parent		

VHS SCA & Student Focus Group

Name	Title	Name	Title
Mr. Joshua Cogdill	Principal	Samme Johnson	Parent
Mr. Thomas Lancaster	Assistant Principal	Shannon Palmer	Parent
Robert Merkler	Athletic Director	Susan Nogales	Parent
Amy Aiello	Parent	Wendi Caplan-Carroll	Parent
Antonia Castner	SCA President	Andrew Boyle	Student

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Dana DeMars	Parent	Evan Silvia	Student
Dana Soggi	Parent	Jamie Gabriel	Student
Dawn Mulligan	Parent	Marykate Dougherty	Student
Florence Caldera	Parent	Sarah Cole	Student
Janice Garthwaite	Parent	Shea Haggerty	Student
Mindy Frey	Parent		

RESTART & RECOVERY PLAN

Appendix M

Pandemic Response Teams

This school district should include in Appendix M the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.2.

The Verona Public Schools have created Pandemic Response Teams (School Safety/Climate Team) at each building:

School	Administration	Staff
Brookdale	<ul style="list-style-type: none"> Nicole Stuto, Principal 	<ul style="list-style-type: none"> Lakendra McFadden Chris Kiernan (parent) Maria Rodgers
FNB	<ul style="list-style-type: none"> Dr. Anthony Lanzo, Principal 	<ul style="list-style-type: none"> Anthony Chierici Lakendra McFadden Tina Houck (parent) Karen Tully
Laning	<ul style="list-style-type: none"> Howard Freund, Principal 	<ul style="list-style-type: none"> Lakendra McFadden Kristine DePoe Jaime Ricci Elissa Freda Kristina Oliver (parent)
Forest	<ul style="list-style-type: none"> Jeffrey Monacelli, Principal 	<ul style="list-style-type: none"> Lakendra McFadden Kaleigh Cella Suzanne Livelli Andrea Santamaria (parent)
HBW	<ul style="list-style-type: none"> David Galbierczyk, Co-Principal 	<ul style="list-style-type: none"> Lakendra McFadden Harriette Warshaw Lynn Schussel Meredith Bielen Mark Rossi
VHS	<ul style="list-style-type: none"> Thomas Lancaster, Assistant Principal 	<ul style="list-style-type: none"> LaKendra Mcfadden Monica Taylor (parent) Casey Harris

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		<ul style="list-style-type: none">• Tom Lancaster• Marie Meyer• Jennifer Gadaleta• Erica Tavaglione
District	<ul style="list-style-type: none">• Frank Mauriello, Director of Special Services• Dr. Charles R. Miller, Director of CIA• Robert Merkler, Director of Athletics & Special Programs• Eltion Ballaj, Director of Technology	

RESTART & RECOVERY PLAN

Appendix N

Scheduling of Students

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

Stage 4: Traditional Schedule Model “New Normal”

This is the school schedules we are accustomed to and know (utilized daily prior to COVID-19). This is an experience where all students & staff experience in-person learning. In order for the Verona Public Schools to return to Stage 4, the health and safety of staff and students must be assured. The Verona Public Schools will return to its traditional schedule when public health conditions improve.

Stages 2&3: Hybrid Learning Schedules

Following the CDC’s recommendation of adhering to six (6) feet of physical distance in classrooms, the Verona Public Schools needs to reduce the total capacity in learning spaces to physically accommodate our students. After much consideration and based on the current public health status, the Verona Public Schools will employ an alternating school schedule (hybrid) as follows with certain exceptions, including but not limited to preschool and self-contained special education classrooms:

Stages 2&3: Hybrid Learning Schedule

Pre-School (Updated 10/13/2020)

AM Preschool (3-yr old class) Miss Alana	PM Pre-K (4-yr old class) Miss Alana	LSS & PSD (full day preschool classes) Miss Grace & Miss Crystal
9:00 - 11:30 am	12:30 - 3:00 pm	8:30 am - 12:30 pm (In-Person) 1:15 - 2:45 pm (Virtual)
Students in the 3-year old class daily in-person instruction from 9:00 - 11:30 am on Monday, Tuesday, *Wednesday, Thursday, and Friday.	Students in the 4-year old class will have daily in-person instruction from 12:30 - 3:00 pm on Monday, Tuesday, *Wednesday, Thursday, and Friday.	Students in the PSD and LSS classes will have daily in-person instruction from 8:30 am - 12:30 pm on Monday, Tuesday, *Wednesday, Thursday, and Friday. Students may have remote and/or live streamed activities in the afternoon (1:15 - 2:45 pm)

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Stage 3: Hybrid-B Learning Schedule (Updated 10/13/20)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-12:30	Cohort A In-Person Cohort B Remote via Livestream	Cohort A In-Person Cohort B Remote via Livestream	Cohort B In-Person Cohort B Remote via Livestream	Cohort B In-Person Cohort A Remote via Livestream	Cohort B In-Person Cohort A Remote via Livestream
8:30-12:30 Sample Schedule	90 minutes LAL 60 minutes Math 30 minutes Special 30 minutes Science/ Social Studies	90 minutes LAL 60 minutes Math 30 minutes Special 30 minutes Science/ Social Studies	90 minutes LAL 60 minutes Math 30 minutes Special 30 minutes Science/ Social Studies	90 minutes LAL 60 minutes Math 30 minutes Special 30 minutes Science/ Social Studies	90 minutes LAL 60 minutes Math 30 minutes Special 30 minutes Science/ Social Studies
12:30-1:15	Lunch	Lunch	Lunch	Lunch	Lunch
1:15-2:45 **All Students Remote	Activities may include but are not limited to 1:1 instruction, classroom teacher small group instruction, teacher planning, additional specials, special education, related services & special projects.	Activities may include but are not limited to 1:1 instruction, classroom teacher small group instruction, teacher planning, additional specials, special education, related services & special projects.	Activities may include but are not limited to 1:1 instruction, classroom teacher small group instruction,, teacher planning, additional specials, special education, related services & special projects.	Activities may include but are not limited to 1:1 instruction, classroom teacher small group instruction,, teacher planning, additional specials, special education, related services & special projects.	Activities may include but are not limited to 1:1 instruction, classroom teacher small group instruction, teacher planning, additional specials, special education, related services & special projects.
2:45-3:30	Teacher planning/ preparation time	Teacher planning/ preparation time	Teacher planning/ preparation time	Teacher planning/ preparation time	Teacher planning/ preparation time

Please Note:

- Beginning on Wednesday, November 18th, students in cohorts A and B will come to school on Wednesday (alternating). See the transition plan below.

RESTART & RECOVERY PLAN

- The above hybrid schedule will also serve as the model for full remote with the exception of the inclusion of cohorts.
- The sample schedule reflects grades 1-4. Kindergarten minutes will vary. All grade level minutes are based on district elementary content area guidelines for instructional minutes.
- Small group and or 1:1 instruction timeslots as assigned.
- Special education & related services for qualifying students will take place throughout the week (hybrid & remote) as scheduled.
- Social Emotional Learning lessons will be scheduled by the school counselor on a rotating basis.
- Conflict Resolution lessons will take place each week for 30 minutes and will be taught and scheduled by the classroom teachers.
- Brain breaks will be offered throughout the 8:30 am - 12:30 pm session.
- Live streaming: students participating in the livestream will be notified of their assigned time slots for log-in purposes.
- The daily schedule includes time for transitions.

Transition for Grades 2-4 from Stage 2 to Stage 3

October 2020

Monday	Tuesday	Wednesday	Thursday	Friday
5	6	7	8	9 Staff Deadline
12	13	14	15	16
19 Grades K-3 Cohort A	20 Grades K-3 Cohort A	21 Virtual	22 Grades K-3 Cohort B	23 Grades K-3 Cohort B
26 Grades K-4 Cohort A	27 Grades K-4 Cohort A	28 Virtual	29 Grades K-4 Cohort B	30 Grades K-4 Cohort B

November 2020

Monday	Tuesday	Wednesday	Thursday	Friday
2 Cohort A	3 Virtual	4 Virtual	5 NJEA Convention	6 NJEA Convention
9 Cohort A	10 Cohort A	11 Virtual	12 Cohort B	13 Cohort B
16 Cohort A	17 Cohort A	18 Cohort B	19 Cohort B	20 Cohort B

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23 Cohort A	24 Cohort A	25 Cohort B	26 Thanksgiving	27 School Closed
30 Cohort A				

December 2020

Monday	Tuesday	Wednesday	Thursday	Friday
	1 Cohort A	2 Cohort A	3 Cohort B	4 Cohort B
7 Cohort A	8 Cohort A	9 Cohort B	10 Cohort B	11 Cohort B
14 Cohort A	15 Cohort A	16 Cohort B	17 Cohort B	18 Cohort B
21 Cohort A	22 Cohort A	23 Cohort B	24 School Closed	25 School Closed
28 School Closed	29 School Closed	30 School Closed	31 School Closed	

RESTART & RECOVERY PLAN

Hybrid-B HBW Schedule

[Monday, Tuesday, *Wednesday (alternate in cohorts A-D), Thursday, Friday]
(Updated 10/13/20)

Period/Time	Grade 5	Grade 6	Grade 7	Grade 8
1 8:30-9:11 (41 min)	Core Class	Core Class	Core Class (Olm) Cycle Class (Carn)	Phys Ed OR World Language
2 9:14-9:50 (36 min)	Core Class	Core Class	Phys Ed OR World Language	Core Class
3 9:53-10:29 (36 min)	Core Class	Cycle Class	Core Class	Phys Ed OR World Language
4 10:32-11:08 (36 min)	Core Class	Core Class	Core Class	Cycle Class (Olm) Core Class (Carn)
5 11:11-11:47 (36 min)	Cycle Class Period 6	Core Class Period 6	Phys Ed OR World Language	Core Class
6 11:50-12:26 (36 min)	Phys Ed/World Lang Period 7	Core Enrichment (GE) / Support Class (SE)	Core Class	Core Class (Olm) Cycle Class (Carn)
7 12:29-1:05 (36 min)	Core Enrichment (GE) / Support Class (SE)	Phys Ed/World Lang	Cycle Class (Olm) Core Class (Car)	Core Class
1:05-1:50	Lunch at home			
1:50-2:30	Student independent work/Teacher Planning and Preparation Time			
2:30-3:00 Office Hours	Period 1 (Monday)	Period 3 (Tuesday)	Period 5 (Thursday)	Period 7 (Friday)
3:00-3:30 Office Hours	Period 2 (Monday)	Period 4 (Tuesday)	Period 6 (Thursday)	Any period (Friday)

- ABCD four (4) day rotation: Approximately 25% of the students (Cohorts) physically attend the school building to maintain 6 feet physical distancing measures while approximately 75% are learning remotely from home.
- Classes are 36 minutes in length with 3 minutes for passing between periods.
- Lunch will not be provided and it is 45 minutes in length.

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- After lunch, students will have 40 minutes to work on outside assignments and teachers will have time for planning and grading.
- Teachers will be available for office hours in the designated periods above.
 - 30 minutes in length: For example, on Monday, students will be able to virtually meet with their teachers for periods 1 and 2.
- Assignment length (i.e. homework) reduced due to the amount of daily screen time.

Transition for Grades 5-8 from Stage 2 to Stage 3

October 2020

Monday	Tuesday	Wednesday	Thursday	Friday
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26 Grades 5-8 Cohort A	27 Grades 5-8 Cohort B	28 Virtual	29 Grades 5-8 Cohort C	30 Grades 5-8 Cohort D

November 2020

Monday	Tuesday	Wednesday	Thursday	Friday
2 Cohort A	3 Virtual	4 Virtual	5 NJEA Convention	6 NJEA Convention
9 Cohort A	10 Cohort B	11 Virtual	12 Cohort C	13 Cohort D
16 Cohort A	17 Cohort B	18 Cohort C	19 Cohort C	20 Cohort D
23 Cohort A	24 Cohort B	25 Cohort D	26 Thanksgiving	27 School Closed
30 Cohort A				

RESTART & RECOVERY PLAN

December 2020

Monday	Tuesday	Wednesday	Thursday	Friday
	1 Cohort B	2 Cohort A	3 Cohort C	4 Cohort D
7 Cohort A	8 Cohort B	9 Cohort B	10 Cohort C	11 Cohort D
14 Cohort A	15 Cohort B	16 Cohort C	17 Cohort C	18 Cohort D
21 Cohort A	22 Cohort B	23 Cohort D	24 School Closed	25 School Closed
28 School Closed	29 School Closed	30 School Closed	31 School Closed	

HBW Updated Schedule (1/5/21)

(Implemented 1/25/21)

Period/Time	Grade 5	Grade 6	Grade 7	Grade 8
1 8:30-9:11 (41 min incl. HR)	Core Class	Core Class	Core Class (Olm) Cycle Class (Carn)	PE or WL
2 9:14-9:50 (36 min)	Core Class	Core Class	PE or WL	Core Class
3 9:53-10:29 (36 min)	Core Class	Cycle Class	Core Class	PE or WL
4 10:32-11:08 (36 min)	Core Class	Core Class	Core Class	Cycle Class (Olm) Core Class (Carn)
5 11:11-11:47 (36 min)	Cycle Class	Core Class	PE or WL	Core Class
6 11:50-12:26 (36 min)	PE or WL	Core Enrichment (GE)/ Support Class (SE)	Core Class	Core Class (Olm) Cycle Class (Carn)

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7 12:29-1:05 (36 min)	Core Enrichment (GE)/ Support Class (SE)	PE or WL	Cycle Class (Olm) Core Class (Car)	Core Class
1:05-1:50	Lunch at home			
1:50-2:30	Student independent work/Teacher planning and preparation time			
2:30-3:30 Office Hours	Period 1/Period 2 (Monday)	Period 3/Period 4 (Tuesday)	Period 5/Period 6 (Thursday)	Period 7/Any Period (Friday)

RESTART & RECOVERY PLAN

Hybrid-B VHS Schedule (Updated 10/13/20)

Week of October 26th

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:30 (60 min)	Teacher classroom set-up 8:00-11:00	Teacher classroom set-up 8:00-11:00	Period 1	Period 5	Period 1
9:35-10:35 (60 min)			Period 2	Period 6	Period 2
10:40-11:40 (60 min)			Period 3	Period 7	Period 3
11:45-12:45 (60 min)			Period 4	Period 8	Period 4
12:45-1:30 (45 min)	Lunch 11:00-11:45	Lunch 11:00-11:45	Lunch at home		
1:30-1:50 (20 min)	Period 1 11:45-12:30	Period 5 11:45-12:30	Period 1 Virtual Synchronous Extra Help	Period 5 Virtual Synchronous Extra Help	Period 1 Virtual Synchronous Extra Help
1:55-2:15 (20 min)	Period 2 12:35-1:20	Period 6 12:35-1:20	Period 2 Virtual Synchronous Extra Help	Period 6 Virtual Virtual Synchronous Extra Help	Period 2 Virtual Synchronous Extra Help
2:20-2:40 (20 min)	Period 3 1:25-2:10	Period 7 1:25-2:10	Period 3 Virtual Synchronous Extra Help	Period 7 Virtual EVirtual Synchronous Extra Help	Period 3 Virtual Synchronous Extra Help
2:45-3:05 (20 min)	Period 4 2:15-3:00	Period 8 2:15-3:00	Period 4 Virtual Synchronous Extra Help	Period 8 Virtual EVirtual Synchronous Extra Help	Period 4 Virtual Synchronous Extra Help

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Week of November 9th

Time	Monday Cohort A	Tuesday Cohort B	Wednesday Cohort C	Thursday Cohort A	Friday Cohort B
8:30-9:30 (60 min)	Period 1	Period 5	Period 1	Period 5	Period 1
9:35-10:35 (60 min)	Period 2	Period 6	Period 2	Period 6	Period 2
10:40-11:40 (60 min)	Period 3	Period 7	Period 3	Period 7	Period 3
11:45-12:45 (60 min)	Period 4	Period 8	Period 4	Period 8	Period 4
12:45-1:30 (45 min)	Lunch at home				
1:30-1:50 (20 min)	Period 1 Virtual Synchronous Extra Help	Period 5 Virtual Synchronous Extra Help	Period 1 Virtual Synchronous Extra Help	Period 5 Virtual Synchronous Extra Help	Period 1 Virtual Synchronous Extra Help
1:55-2:15 (20 min)	Period 2 Virtual Synchronous Extra Help	Period 6 Virtual Virtual Synchronous Extra Help	Period 2 Virtual Synchronous Extra Help	Period 6 Virtual Synchronous Extra Help	Period 2 Virtual Synchronous Extra Help
2:20-2:40 (20 min)	Period 3 Virtual Synchronous Extra Help	Period 7 Virtual EVirtual Synchronous Extra Help	Period 3 Virtual Synchronous Extra Help	Period 7 Virtual Synchronous Extra Help	Period 3 Virtual Synchronous Extra Help
2:45-3:05 (20 min)	Period 4 Virtual Synchronous Extra Help	Period 8 Virtual EVirtual Synchronous Extra Help	Period 4 Virtual Synchronous Extra Help	Period 8 Virtual Synchronous Extra Help	Period 4 Virtual Synchronous Extra Help

RESTART & RECOVERY PLAN

Transition for Grades 9-12 from Stage 2 to Stage 3

October 2020

Monday	Tuesday	Wednesday	Thursday	Friday
			1 Current Schedule	2 Current Schedule
5 Current Schedule	6 Current Schedule	7 Current Schedule	8 Current Schedule	9 Current Schedule
12 Current Schedule	13 Current Schedule	14 Current Schedule	15 Current Schedule	16 Current Schedule
19 Current Schedule	20 Current Schedule	21 Current Schedule	22 Current Schedule	23 Current Schedule
26 All Virtual Periods 1,2,3,4 Office Hours 1,2,3,4	27 All Virtual Periods 5,6,7,8 Office Hours 5,6,7,8	28 All Virtual Periods 1,2,3,4 Office Hours 1,2,3,4	29 All Virtual Periods 5,6,7,8 Office Hours 5,6,7,8	30 All Virtual Periods 1,2,3,4 Office Hours 1,2,3,4

November 2020

Monday	Tuesday	Wednesday	Thursday	Friday
2 All Virtual Periods 5,6,7,8 Office Hours 5,6,7,8	3 All Virtual Periods 1,2,3,4 Office Hours 1,2,3,4	4 All Virtual Periods 5,6,7,8 Office Hours 5,6,7,8	5 School Closed	6 School Closed
9 Cohort A Periods 1,2,3,4 Office Hours 1,2,3,4 A-Day	10 Cohort B Periods 5,6,7,8 Office Hours 5,6,7,8 B-Day	11 Cohort C Periods 1,2,3,4 Office Hours 1,2,3,4 C-Day	12 Cohort A Periods 5,6,7,8 Office Hours 5,6,7,8 D-Day	13 Cohort B Periods 1,2,3,4 Office Hours 1,2,3,4 E-Day
16 Cohort C Periods 5,6,7,8 Office Hours 5,6,7,8 F-Day	17 Cohort A Periods 1,2,3,4 Office Hours 1,2,3,4 A-Day	18 Cohort B Periods 5,6,7,8 Office Hours 5,6,7,8 B-Day	19 Cohort C Periods 1,2,3,4 Office Hours 1,2,3,4 C-Day	20 Cohort A Periods 5,6,7,8 Office Hours 5,6,7,8 D-Day
23 Cohort B Periods 1,2,3,4 Office Hours	24 Cohort C Periods 5,6,7,8 Office Hours	25 Cohort A Periods 1,2,3,4 Office Hours 1,2,3,4	26 School Closed	27 School Closed

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1,2,3,4 E-Day	5,6,7,8 F-Day	A-Day		
30 Cohort B Periods 5,6,7,8 Office Hours 5,6,7,8 B-Day				

December 2020

Monday	Tuesday	Wednesday	Thursday	Friday
	1 Cohort C Periods 1,2,3,4 Office Hours 1,2,3,4 C-Day	2 Cohort A Periods 5,6,7,8 Office Hours 5,6,7,8 D-Day	3 Cohort B Periods 1,2,3,4 Office Hours 1,2,3,4 E-Day	4 Cohort C Periods 5,6,7,8 Office Hours 5,6,7,8 F-Day
7 Cohort A Periods 1,2,3,4 Office Hours 1,2,3,4 A-Day	8 Cohort B Periods 5,6,7,8 Office Hours 5,6,7,8 B-Day	9 Cohort C Periods 1,2,3,4 Office Hours 1,2,3,4 C-Day	10 Cohort A Periods 5,6,7,8 Office Hours 5,6,7,8 D-Day	11 Cohort B Periods 1,2,3,4 Office Hours 1,2,3,4 E-Day
14 Cohort C Periods 5,6,7,8 Office Hours 5,6,7,8 F-Day	15 Cohort A Periods 1,2,3,4 Office Hours 1,2,3,4 A-Day	16 Cohort B Periods 5,6,7,8 Office Hours 5,6,7,8 B-Day	17 Cohort C Periods 1,2,3,4 Office Hours 1,2,3,4 C-Day	18 Cohort A Periods 5,6,7,8 Office Hours 5,6,7,8 D-Day
21 Cohort B Periods 1,2,3,4 Office Hours 1,2,3,4 B-Day	22 Cohort C Periods 5,6,7,8 Office Hours 5,6,7,8 F-Day	23 Cohort A Periods 1,2,3,4 Office Hours 1,2,3,4 A-Day	24 School Closed	25 School Closed
28 School Closed	29 School Closed	30 School Closed	31 School Closed	

RESTART & RECOVERY PLAN

VHS Updated Schedule (1/5/21)
(Implemented 1/25/21)

			Start	End	Period Length
Remote or In-Person		Staff Reports	7:45		15
		Student Check-in	8:00	8:15	15
Remote	IN-PERSON	Block 1	8:15	9:05	50
Remote	IN-PERSON	Block 2	9:10	10:00	50
Remote	IN-PERSON	Block 3	10:05	10:55	50
Remote	IN-PERSON	Block 4	11:00	11:50	50
		Teacher Office Time (Teacher is available in the building and over Google Meets)	11:50	12:15	25
		Lunch	12:15	1:10	55
Remote	REMOTE	Block 5	1:10	2:00	50
Remote	REMOTE	Block 6	2:05	2:55	50
		Teacher Office Time (Fully Virtual)	2:55	3:05	10
			Instr. Time		300
			Inst. Time + Teacher Office Time		335

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VHS Updated Schedule (1/5/21)
(Implemented 1/25/21)

Rotational Schedule			
A-Day	B-Day	C-Day	D-Day
1	7	5	3
2	8	6	4
3	1	7	5
4	2	8	6
Teacher Office Time			
LUNCH			
5	3	1	7
6	4	2	8
Red (A)	Blue (B)	Green (C)	Red (A)
Blue (B)	Green (C)	Red (A)	Blue (B)
Green (C)	Red (A)	Blue (B)	Green (C)
M	T	W	R
F	M	T	W
R	F	M	T

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Stage 2: Hybrid-A Learning Schedule

Hybrid-A Elementary Schools

Please Note:

- Select special needs students will physically be in the building on a Hybrid Schedule
- Grades K and 1 will physically be in the building on a Hybrid Schedule (Cohort A or Cohort B assigned)
- Grades 2-4 will be full remote

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-12:30	Cohort A In-Person (Grades K and 1) Cohort B Remote via Livestream (Grades K and 1) <i>Remote via Livestream (Grades 2-4)</i>	Cohort A In-Person (Grades K and 1) Cohort B Remote via Livestream (Grades K and 1) <i>Remote via Livestream (Grades 2-4)</i>	All Remote Learning Day for All Students	Cohort B In-Person (Grades K and 1) Cohort A Remote via Livestream (Grades K and 1) <i>Remote via Livestream (Grades 2-4)</i>	Cohort B In-Person (Grades K and 1) Cohort A Remote via Livestream (Grades K and 1) <i>Remote via Livestream (Grades 2-4)</i>
8:30-12:30 Sample Schedule	90 minutes LAL 60 minutes Math 30 minutes Special 30 minutes Science/ Social Studies	90 minutes LAL 60 minutes Math 30 minutes Special 30 minutes Science/ Social Studies	90 minutes LAL 60 minutes Math 30 minutes Special 30 minutes Science/ Social Studies	90 minutes LAL 60 minutes Math 30 minutes Special 30 minutes Science/ Social Studies	90 minutes LAL 60 minutes Math 30 minutes Special 30 minutes Science/ Social Studies
12:30-1:15	Lunch at home	Lunch at home	Lunch at home	Lunch at home	Lunch at home
1:15-2:45 **ALL students remote	Activities may include but are not limited to 1:1 instruction, classroom teacher small group instruction,	Activities may include but are not limited to 1:1 instruction, classroom teacher small group instruction,	Activities may include but are not limited to 1:1 instruction, classroom teacher small group instruction,,	Activities may include but are not limited to 1:1 instruction, classroom teacher small group instruction,,	Activities may include but are not limited to 1:1 instruction, classroom teacher small group instruction,

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	teacher planning, additional specials, special education, related services & special projects.	teacher planning, additional specials, special education, related services & special projects.	teacher planning, additional specials, special education, related services & special projects.	teacher planning, additional specials, special education, related services & special projects.	teacher planning, additional specials, special education, related services & special projects.
2:45-3:30	Teacher planning/preparation time	Teacher planning/preparation time	Teacher planning/preparation time	Teacher planning/preparation time	Teacher planning/preparation time

Please Note:

- All students will go home at 12:30 for lunch and will remain home for remote learning via live streaming.
- The sample schedule reflects grades 1-4. Kindergarten minutes will vary. All grade level minutes are based on district elementary content area guidelines for instructional minutes.
- Small group and or 1:1 instruction timeslots as assigned.
- Special education & related services for qualifying students will take place throughout the week (hybrid & remote) as scheduled.
- Social Emotional Learning lessons will be scheduled by the school counselor on a rotating basis.
- Conflict Resolution lessons will take place each week for 30 minutes and will be taught and scheduled by the classroom teachers.
- Brain breaks will be offered throughout the 8:30 am - 12:30 pm session.
- Live streaming: students participating in the livestream will be notified of their assigned time slots for log-in purposes.
- The daily schedule includes time for transitions.

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**Hybrid-A
HBW Schedule
(Only select special needs students)**

Period/Time	Grade 5	Grade 6	Grade 7	Grade 8
1 8:30-9:15 (incl. HR)	Core Class	Core Class	Core Class (Olm) Cycle Class (Carn)	Phys Ed OR World Language
2 9:25-10:05	Core Class	Core Class	Phys Ed OR World Language	Core Class
3 10:15-10:55	Core Class	Cycle Class	Core Class	Phys Ed OR World Language
4 11:05-11:45	Core Class	Core Class	Core Class	Cycle Class (Olm) Core Class (Carn)
11:50-12:35	Lunch at home*			
5 12:40-1:20	Cycle Class	Core Class	Phys Ed OR World Language	Core Class
6 1:30-2:10	Phys Ed/World Lang	Core Enrichment (GE)/ Support Class (SE)	Core Class	Core Class (Olm) Cycle Class (Carn)
7 2:20-3:00	Core Enrichment (GE)/ Support Class (SE)	Phys Ed/World Lang	Cycle Class (Olm) Core Class (Car)	Core Class
3:00-3:30	Teacher Office Hours			

Please note:

- All students are 100% learning online from home (with the exception of select special needs students).
- Classes are 40 minutes in length with 10 minutes breaks between periods.
- Lunch is 45 minutes in length and will be provided to free/reduced lunch students (**select special needs students will eat in the school cafeteria, all students will face the same direction adhering to the minimum six feet physical distancing*).
- Teachers office hours are from 3:00-3:30.
- Assignment length (i.e. homework) reduced due to the amount of daily screen time.

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Hybrid-A VHS Schedule

Period/Time	(A Day)	(B Day)	(C Day)	(D Day)
Block 1 8:00-8:50	Period 1	Period 4	Period 3	Period 2
Block 2 9:00-9:50	Period 2	Period 1	Period 4	Period 3
Block 3 10:00-10:50 For Labs: 10:00-11:00	Period 3	Period 2	Period 1	Period 4
10:50-11:50	Lunch at home*			
Block 4 11:50-12:40 For Labs: 11:40-12:40	Period 5	Period 8	Period 7	Period 6
Block 5 12:50-1:40	Period 6	Period 5	Period 8	Period 7
Block 6 1:50-2:40	Period 7	Period 6	Period 5	Period 8
Teacher Office Hours 2:45-3:05	Office Hours			

- School start and end times: 8:00 a.m. - 2:40 p.m.
- Lunch will be delivered to free and reduced lunch students (**select special needs students will eat in the school cafeteria, all students will face the same direction adhering to the minimum six feet physical distancing*)
- Using “Drop-Rotation” Schedule
 - 6 periods a day (each period is 50 minutes in length)
 - 10 minutes breaks in between classes to allow students a break from screen time
- Assignment length (i.e. homework) reduced due to the amount of daily screen time.

RESTART & RECOVERY PLAN

Delivery of Hybrid Instruction

General Expectations

The Verona Public Schools will reopen in a single session, four-hour instructional school day (i.e. 8:30 am - 12:30 pm) for the Hybrid-B Schedule model. Official school hours and bell schedules, as well as student assignment for designated alternating days, will be finalized and communicated to parents and staff in the near future. School schedules will include a combination of physical and synchronous, live stream instruction on an alternating schedule. For example, our elementary school schedules will operate on an A/B schedule. Students on the A schedule will report to school for in-person instruction on their designated A Day while students on the B day schedule will participate in the classroom learning virtually from home through synchronous, live stream instruction via videoconference (i.e. Google Meet).

Verona Public Schools will move to a Hybrid-A Schedule which is more restrictive if it is deemed necessary for the safety of student and staff. The schedule for the elementary schools will remain the same. The middle school, HBW, will use its “Virtual Wednesday” schedule from Hybrid-B on a daily basis. The high school will use its ABCD rotation schedule which will allow for 50 minute periods with 10 minute breaks.

The Verona School District has committed extensive financial resources for the purchase of advanced technology and staff development in preparation for a more enhanced remote teaching and learning experience through synchronous, live stream instruction. The District is purchasing new interactive, touch screen laptops for teachers, along with secondary monitors for engaging and viewing remote students via video conference. Additionally, the investment in high definition cameras will improve efficiency in the delivery of instruction for teachers and the learning experience for our students. This investment in technology will also enable our schools to more effectively transition to full, virtual instruction in the future should it be necessary. Students will continue to utilize their personal device or continue to use a school issued device.

The Verona School District will reinstate normal grading practices as we begin our new school year with these proposed modifications to instructional delivery. Discussions on the adjustment to our curriculum will continue to develop between our teachers and administration throughout the summer and into the fall. Our administrative team continues to review and revise policies for our Board of Education as we prepare for the reopening of school on September 14th.

It is important to note that any student or employee who travel out of the country or to a designated travel advisory state must self-quarantine and will not be permitted to enter the school buildings for a minimum 14 day period. In addition, there will be a significant reduction of visitors in all of the schools. Only visits of absolute necessity will be permitted. Under this plan, parent communication with staff shall be conducted via telephone or videoconference in lieu of in-person meetings whenever possible.

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Attendance (Staff)

All staff are expected to complete the district Health Check Form in Genesis prior to arriving at school each day.

- If a staff member is ill, then they should follow standard sick day procedures (complete AESOP). Teachers are expected to post an assignment (sub-plan) in the Google Classroom and provide a message that you may not be available for questions, discussion, etc. A substitute teacher will cover the absent teacher's class for students who are physically attending the class and students at home will work on the posted assignment in Google Classroom.

Attendance (Students)

Elementary teachers will take attendance when they are meeting with students physically in school and online at home. Your child is expected to attend every live session the teacher creates. Our teachers need to “visually” see your child to ensure that learning and understanding is occurring during each period.

HBW & VHS teachers will take attendance when they are meeting with students physically in school and online at home each period, every day. Your child is expected to attend every period, every day. Our teachers need to “visually” see your child to ensure that learning and understanding is occurring during each period.

Parents/guardians: If your child is going to be absent, please contact the administrative assistant at your child's school before the start of school that day. The New Jersey Department of Education (NJDOE) requires that we record daily student attendance.

Assessments/Grades

It is the district expectation that instruction and assessment should be closely linked.

Teachers are encouraged to continually utilize formative assessments as a means to “check for understanding.” Some formative assessments may be formally graded, but will not be worth a very large point total that is typically reserved for end-of-unit summative assessments.

At the end of our UbD units, our teachers are administering summative assessments to their students where possible. Summative assessments may be a unit test, a written paper, a Google SlideShow, a structured debate, or a project.

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Regardless if the student is in person or not, assessments will be given at the same time. Assessments will be taken by students who are remote during the actual class meeting period time.

Communication

The communication channels will be Google Classroom, district email, and phone calls for all teachers to contact students and/or parents.

Communication guidelines for addressing students not submitting assignments:

1. The teacher will speak with the student (physically in school) or email the student directly to inquire why an assignment is missing.
2. If a student doesn't respond to the teacher, or doesn't turn in assignments for 2 days in a row, the teacher will email and/or call the parents.
3. If after contacting the student and parents, assignments continue to remain missing, reach out to the school counselor/case manager/administration and a phone conference will occur with the parents and student.

Staff members will respond to emails within a 24-hour window during the work week and within a 48-hour window during the weekend.

Additionally, teachers and administrators are using Google Chat, Google Meet, and Google Drive comment features, the Remind app, and others at teacher discretion.

Blast communication that needs to be sent out to the entire Verona community will be sent via the school email using Constant Contact.

Continual updates are being posted on our district website. The link is included at the top of this document: [Covid-19 Updates](#).

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Stage 1: Full Remote Learning Schedule

Remote Elementary Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
	<i>Remote via Live stream (Grades K-4)</i>	<i>Remote via Live stream (Grades K-4)</i>	<i>Remote via Live stream (Grades K-4)</i>	<i>Remote via Live stream (Grades K-4)</i>	<i>Remote via Live stream (Grades K-4)</i>
8:30-12:30 Sample Schedule	90 minutes LAL 60 minutes Math 30 minutes Special 30 minutes Science/ Social Studies	90 minutes LAL 60 minutes Math 30 minutes Special 30 minutes Science/ Social Studies	90 minutes LAL 60 minutes Math 30 minutes Special 30 minutes Science/ Social Studies	90 minutes LAL 60 minutes Math 30 minutes Special 30 minutes Science/ Social Studies	90 minutes LAL 60 minutes Math 30 minutes Special 30 minutes Science/ Social Studies
12:30-1:15	Lunch	Lunch	Lunch	Lunch	Lunch
1:15-2:45	Activities may include but are not limited to 1:1 instruction, classroom teacher small group instruction, teacher planning, additional specials, special education, related services & special projects.	Activities may include but are not limited to 1:1 instruction, classroom teacher small group instruction, teacher planning, additional specials, special education, related services & special projects.	Activities may include but are not limited to 1:1 instruction, classroom teacher small group instruction,, teacher planning, additional specials, special education, related services & special projects.	Activities may include but are not limited to 1:1 instruction, classroom teacher small group instruction,, teacher planning, additional specials, special education, related services & special projects.	Activities may include but are not limited to 1:1 instruction, classroom teacher small group instruction, teacher planning, additional specials, special education, related services & special projects.
2:45-3:30	Teacher planning/ preparation time	Teacher planning/ preparation time	Teacher planning/ preparation time	Teacher planning/ preparation time	Teacher planning/ preparation time

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Please Note:

- The sample schedule reflects grades 1-4. Kindergarten minutes will vary. All grade level minutes are based on district elementary content area guidelines for instructional minutes.
- Small group and or 1:1 instruction timeslots as assigned.
- Special education & related services for qualifying students will take place throughout the week (hybrid & remote) as scheduled.
- Social Emotional Learning lessons will be scheduled by the school counselor on a rotating basis.
- Conflict Resolution lessons will take place each week for 30 minutes and will be taught and scheduled by the classroom teachers.
- Brain breaks will be offered throughout the 8:30 am - 12:30 pm session.
- Live streaming: students participating in the livestream will be notified of their assigned time slots for log-in purposes.
- The daily schedule includes time for transitions.

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Remote HBW Schedule (Monday through Friday)

Period/Time	Grade 5	Grade 6	Grade 7	Grade 8
1 8:30-9:15 (incl. HR)	Core Class	Core Class	Core Class (Olm) Cycle Class (Carn)	Phys Ed OR World Language
2 9:25-10:05	Core Class	Core Class	Phys Ed OR World Language	Core Class
3 10:15-10:55	Core Class	Cycle Class	Core Class	Phys Ed OR World Language
4 11:05-11:45	Core Class	Core Class	Core Class	Cycle Class (Olm) Core Class (Carn)
11:50-12:35	Lunch at home*			
5 12:40-1:20	Cycle Class	Core Class	Phys Ed OR World Language	Core Class
6 1:30-2:10	Phys Ed/World Lang	Core Enrichment (GE)/ Support Class (SE)	Core Class	Core Class (Olm) Cycle Class (Carn)
7 2:20-3:00	Core Enrichment (GE)/ Support Class (SE)	Phys Ed/World Lang	Cycle Class (Olm) Core Class (Car)	Core Class
3:00-3:30	Teacher Office Hours			

- School start and end times: 8:30 a.m. - 3:00 p.m.
- Lunch will be delivered to free and reduced lunch students
- 7 periods each day
 - Classes are 40 minutes in length each, except for period 1 which includes homeroom is 45 minutes in length
 - 10 minutes breaks in between classes to allow students a break from screen time
- Assignment length (i.e. homework) reduced due to the amount of daily screen time.

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Remote VHS Schedule

Period/Time	(A Day)	(B Day)	(C Day)	(D Day)
Block 1 8:00-8:50	Period 1	Period 4	Period 3	Period 2
Block 2 9:00-9:50	Period 2	Period 1	Period 4	Period 3
Block 3 10:00-10:50 For Labs: 10:00-11:00	Period 3	Period 2	Period 1	Period 4
10:50-11:50	Lunch at home			
Block 4 11:50-12:40 For Labs: 11:40-12:40	Period 5	Period 8	Period 7	Period 6
Block 5 12:50-1:40	Period 6	Period 5	Period 8	Period 7
Block 6 1:50-2:40	Period 7	Period 6	Period 5	Period 8
Teacher Office Hours 2:45-3:05	Office Hours			

- School start and end times: 8:00 a.m. - 2:40 p.m.
- Lunch will be delivered to free and reduced lunch students
- Using “Drop-Rotation” Schedule
 - 6 periods a day (each period is 50 minutes in length)
 - 10 minutes breaks in between classes to allow students a break from screen time
- Assignment length (i.e. homework) reduced due to the amount of daily screen time.

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Delivery of Long Distance Instruction

General Expectations

If the Verona Public Schools need to transition to a full remote model, the schedules will include a combination of synchronous, live stream instruction, and asynchronous, pre-recorded lessons, with an emphasis on synchronous instruction. For example, an elementary teacher will synchronously meet with his or her students to teach a live math lesson. Students will participate in the math lesson virtually from home through synchronous, live stream instruction via videoconference (i.e. Google Meet).

The Verona School District has committed extensive financial resources for the purchase of advanced technology and staff development in preparation for a more enhanced remote teaching and learning experience through synchronous, live stream instruction. The District will be distributing new interactive, touch screen laptops for teachers, along with secondary 27 inch monitors for engaging and viewing remote students via video conference. Additionally, each teacher will be given high definition cameras that will improve efficiency in the delivery of instruction for teachers and the learning experience for our students. This investment in technology will allow us to effectively transition to full, virtual instruction, in a hybrid setting, or even when we return to a normal school schedule after the pandemic. Students will continue to utilize their personal device or continue to use a school issued device.

The Verona School District will continue normal grading practices if we move to remote learning with proposed modifications to instructional delivery. Discussions on the adjustment to our curriculum will continue to develop between our teachers and administration throughout the 2020-21 school year. Our administrative team will continue to review and revise policies with our Board of Education when it is necessary.

Preschool Teachers will send home a packet of instructional materials and activities that can be completed at home.

All teachers, K-12, will be expected to deliver live instruction to their students remotely.

Elementary teachers will use Google Classroom. Other platforms and programs may be used for content delivery.

[HBW Teachers](#) will be responsible for providing Google Classroom Student Codes to administrators of their classroom plans, activities, and assessments. Teachers' Google Classrooms contain evidence of differentiated content, instructional activities / strategies and assessments.

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[VHS Teachers](#) will be responsible for providing Google Classroom Student Codes to administrators of their classroom plans, activities, and assessments. Teachers' Google Classrooms contain evidence of differentiated content, instructional activities / strategies and assessments.

[Pre-K-12 Special education/ESL teachers](#) will provide each program of students with appropriate materials using a variety of instructional tools and create a means of parent contact via mail and/or email. Classroom codes will be provided to the department supervisor along with a record of lesson topics. Classrooms contain evidence of differentiated content, instructional activities / strategies and assessments.

Students who do not have access to a device were provided with a device (Chromebook) from the Verona Technology Department. In addition, students who do not have wireless access have been provided a Verizon or Optimum Online Hotspot by VPS through the VPS Technology Department. Ongoing tech problems have been handled on a case by case basis by the VPS Technology Department.

Students who will need Home Instruction will continue as scheduled. Students and home instruction teachers will access assignments via Google Classroom and/or email from the instructor. Home instructors will provide support to the student via video conference or phone.

School Counselors will be conducting all previously scheduled parent conferences via phone or Google Meet. They will also be available for additional phone conferencing as needed. Please request these additional conferences via email.

Child Study Team members will be conducting all previously scheduled IEP meetings via phone. They will also be available for additional phone conferencing as needed. Please request these additional conferences via email. Further details are listed in the special education document above (Pre-K-12 Special education teachers).

Therapists will be sharing information via email and/or Google Classroom. They will also be available for additional phone conferencing as needed. You will be receiving specific directions via email from your child's therapist. Speech Therapy, Occupational Therapy, Physical Therapy, Counseling and Behavior Support are being offered remotely through electronic communications, virtual, remote or online platforms, as appropriate.

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Further details are listed in the special education document above (Pre-K-12 Special education teachers).

Attendance (Staff)

All staff are expected to complete the district “[Employee Check-In Form](#)” before 8:00 a.m. each day.

- If a staff member is ill, then they should follow standard sick day procedures (complete AESOP). Teachers are expected to post an assignment (sub-plan) in the Google Classroom and provide a message that you may not be available for questions, discussion, etc.

Attendance (Students)

Elementary teachers will take attendance when they are meeting with student synchronously (live meeting). Your child is expected to attend every live session the teacher creates. Our teachers need to visually see your child to ensure that learning is occurring during each period.

HBW & VHS teachers will take attendance each period, every day. Your child is expected to attend every period, every day unless a teacher assigns an asynchronous lesson. Our teachers need to visually see your child to ensure that learning is occurring during each period.

Parents/guardians: If your child is going to be absent, please contact the administrative assistant at your child’s school before the start of school that day. The New Jersey Department of Education (NJDOE) requires that we record daily student attendance.

Assessments/Grades

It is the district expectation that instruction and assessment should be closely linked.

Teachers are encouraged to continually utilize formative assessments as a means to “check for understanding.” Some formative assessments may be formally graded, but will not be worth a very large point total that is typically reserved for end-of-unit summative assessments.

At the end of our UbD units, our teachers are administering summative assessments to their students where possible. Summative assessments may be a unit test, a written paper, a Google SlideShow, a structured debate, or a project. Students may be allowed to use

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their notes, presentations, and books while taking these assessments - each teacher will clearly define their expectations.

Communication

The communication channels will be Google Classroom, district email, and phone calls for all teachers to contact students and/or parents.

Communication guidelines for addressing students not handing in assignments:

1. Teachers will speak/email the student directly to inquire why an assignment is missing.
2. If a student doesn't respond to the teacher, or doesn't turn in assignments for two days in a row, please email and/or call the parents.
3. If after contacting the student and parents, assignments continue to remain missing, teachers will reach out to the school counselor/case manager/administration and a phone conference will occur with the parents and student.

Staff members will respond to emails within a 24-hour window during the work week and within a 48-hour window during the weekend.

Additionally, teachers and administrators are using Google Chat, Google Meet, and Google Drive comment features, the Remind app, and others at teacher discretion.

Blast communication that needs to be sent out to the entire Verona community will be sent via the school email using Constant Contact.

Continual updates are being posted on our district website, the link is included at the top of this document: [Covid-19 Updates](#).

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Special Education Information

In-person Instruction for Programs

Verona Special Services Department will follow the appropriate school based hybrid schedule. Students' individual programs will be reviewed and days of instruction will be decided based on students' needs; but will not be less than what the regular education population will receive. Students will receive their program minutes and therapies via in-person and virtual instruction.

Virtual Instruction for Programs

Behavioral Disabilities Classroom (Language Sensory Social)

The Behaviorists are in communication with parents and LSS teachers to discuss implementation of IEP goals, RethinkEd curriculum and behavioral strategies for work completion and compliant behavior through email, phone, and video conferencing. Behaviorists and teachers communicate to ensure that each student is receiving instruction each day, to the best extent feasible.

LSS Pre K: the teacher has been meeting with all of her students in 3 different capacities: large group video meetings, small group video meetings and 1:1 video meetings with parents. At the end of each 1:1 meeting with a student, the teacher speaks with at least 1 parent to get some feedback on that week's workload and performance of the student. The Pre K LSS teacher uses tools such as Google Meets, Youtube, Internet websites and Rethink.

The teacher has also sent home hard copies of assignments to potentially use during virtual meetings or at home with the parent. Teacher and the Behaviorist communicate multiple times per week to discuss the status of each student and his/her family. The Behaviorist gives recommendations and/or suggestions to the teacher as needed. The Behaviorist also meets with and gives recommendations and/or suggestions to parents as needed. The teacher has also created a sign up sheet for parents to sign for 1:1 meetings with the teacher where the teacher can support parents and/or model learning activities to be completed in the home.

LSS K-1: the teacher has been sending emails and scheduling virtual meetings with all 4 students in her classroom, even if they are in General Education for most of the school day. Teacher meets virtually with each student in her class at least 1 time per week. The LSS K-1 teacher uses tools such as Google Meets, IXL, Raz Kids and Boom Meeting. The teacher has also sent home hard copies of assignments to potentially use during virtual meetings or on the afore listed academic sites. Additionally, she communicates with parents at least 1 time per week. The Behaviorist gives recommendations and/or suggestions to the teacher as needed. The Behaviorist also meets with and gives recommendations and/or suggestions to parents as needed.

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LSS 2-4: the teacher has been in communication with all families at least once per week and meets virtually with 7 out of her 8 students at least 1 time per week. As per one family's request, the LSS 2-4 teacher created records herself delivering instruction according to that student. The LSS 2-4 teacher uses the academic tools: Google Meets, ILX, Rethinked, Pearsonsuccesnet.com, Splash Learn, Sadlier Grammar workshop website, Raz kids, Epic Books, and Google Classroom. The teacher has also sent home hard copies of assignments to potentially use during virtual meetings or on the afore listed academic sites. The Behaviorist gives recommendations and/or suggestions to the teacher as needed. The Behaviorist also meets with and gives recommendations and/or suggestions to parents as needed.

LSS 5-8: The teacher and BCBA meet with all parents virtually once a week. Virtual instruction is being delivered as deemed appropriate by the team. The LSS teacher uses the following academic tools: Google Classroom, Google Meets, IXL, Rethinked, Raz kids, Theraplatform, virtual social engagements; virtual task analysis for life skills and video modeling. The behaviorist works closely with the teacher to collaborate on program maintenance and development. In addition, the behaviorist is available to give recommendations and/or suggestions to parents as needed.

Learning Language Disabilities Classrooms (LLD K-8)

The LLD teachers are conducting a variety of remote learning activities and lessons with the students. All LLD teachers are using a combined instructional format of both synchronous and asynchronous learning with the students throughout the week. Synchronous sessions are held 1:1, in small or whole groups depending on the lesson activity and the needs of the students. Teachers post activities via Google classroom for students to complete at home and depending upon the level of the student, the work is returned to Google classroom as well. Lower level teachers also record lessons on FlipGrid for students to watch. Reading instruction and monitoring of reading skills is addressed using Reading A-Z and Learning Ally. Teachers assign leveled books on Reading A-Z where students can record themselves reading and answering comprehension questions. Teachers continually post and/or assign activities using a wide variety of web-based and/or academic tools: YouTube, Mystery Science, IXL, controlled texts, handouts that are sent home etc. and the selection of activities is based on student needs and learning goals. Teachers are maintaining lesson plans that document activities and instruction provided to students which tracks topics and goals that are addressed. Formative and summative assessments will be conducted to track student progress toward goals.

Replacement programming (2-12)

Special Education Teachers who provide replacement services are using a combined instructional format of both synchronous and asynchronous learning with the students throughout the week. Teachers have created set schedules with specific time slots for

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students to meet synchronously, and also offer additional sessions if students are struggling or request additional help. Replacement instruction is focused around IEP goals and objectives. Majority of activities are posted using Google Classroom and most students can submit work back to the teacher using Google Classroom as well. Lower level replacements teachers have sent home differentiated packets or handouts for students and they are completed as directed by the teacher. A wide variety of web-based and/or academic tools are also used to deliver instruction or provide activities for students: YouTube, Screencastify, IXL, Mystery Science, Reading A-Z, Learning Ally, Kahoot, miscellaneous websites and downloaded activities. Teachers are maintaining lesson plans that document activities and instruction provided to students which tracks topics and goals that are addressed. Formative and summative assessments will be conducted to track student progress toward goals.

Supplemental Programming (K-4)

Special Education Teachers who provide supplemental services are using a combined instructional format of both synchronous and asynchronous learning with the students throughout the week. The teachers are working closely with the general education teachers to stay up-to-date on assignments and lessons of study. Special education teachers have set up a schedule for synchronous meetings with students to support assignments and provide strategies and accommodations as needed. Students can also request additional synchronous meeting times if additional support is needed. Activities are also provided based on student goals and objectives and these activities are differentiated and unique to each individual student. Teachers are maintaining lesson plans that document activities and instruction provided to students which tracks topics and goals that are addressed. Formative and summative assessments will be conducted to track student progress toward goals.

In Class Instruction (5-12)

Special Education Teachers who provide supplemental services are using a combined instructional format of both synchronous and asynchronous learning with the students throughout the week. The teachers are working closely with the general education teachers to stay up-to-date on assignments and lessons of study. Special education teachers then virtually meet with students to support assignments and provide strategies and accommodations as needed. Students can also request additional synchronous meeting times if additional support is needed. Teachers are maintaining lesson plans that document activities and instruction provided to students which tracks topics and goals that are addressed. Formative and summative assessments will be conducted to track student progress toward goals.

English as a Second Language (ESL)

The ESL teacher has created a schedule for synchronous learning sessions with all ESL students where she will address specific needs of the ESL students. The synchronous

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schedule will change weekly based on student needs and availability. The schedule includes at least one synchronous meeting per week, and more can be added as needed. Synchronous learning sessions have also addressed technology concerns and needs of students. ESL students can contact the ESL teacher throughout the day via Google Chat and they can set up individual calls with students as needed. ESL assignments are also assigned daily in Google classroom based on student learning needs. These activities also support general education classroom topics and units of study. In addition, the ESL teacher has created a slide presentation that was shared with all general education teachers. The presentation provided general guidelines and tips for accommodating activities, technology concerns and expectations for ESL students. The ESL teacher will reach and contact parents to clarify learning expectations. The ESL teacher can translate communication to parents as needed. The ESL teacher is maintaining lesson plans that document activities and instruction provided to students which tracks topics and goals that are addressed.

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Appendix O

Staffing

This school district should include in Appendix O the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Sections B.4., B.5., and B.6.

The Verona School District 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 will consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.

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

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

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

- **Mentoring Guidance & New Teacher Training** – The Verona School District will outline 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. Sessions will be scheduled for both mentors and new teachers once per month over six months.
- **Educator Evaluation Guidance** – The Verona School District will provide a spreadsheet that will show who will evaluate its staff members. The spreadsheet applies to all Teachers, Principals, Assistant Principals (APs), and Other Certificated Staff for the 2020-21 School Year (SY), and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).

In-Person and Hybrid Learning Environments: Roles and Responsibilities

- 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

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designated time to support school building logistics required to maintain health and safety requirements.

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

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- Mentor teachers should consider all health and safety measures when doing in-person observations.
- Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- Consider alternative methods for classroom observations and avoiding in-person contact where possible.
- **Administrators/Supervisors** - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators/supervisors will:
 - Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
 - Do its best to provide time for staff collaboration and planning.
 - Prioritize practical science areas for on-site opportunities.
 - Prioritize vulnerable student groups for face-to-face instruction.
 - Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
 - Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
 - Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
 - Define and provide examples of high-quality instruction given context and resources available.
 - Assess teacher, student, and parent needs regularly.
 - Ensure students and parents receive necessary supports to ensure access to instruction.
 - Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
 - Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
 - Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
 - Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
 - Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.

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- Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
- Ensure the 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.
- **Educational services staff members (i.e. Counselors, CST) will:**
 - Lead small group instruction in a virtual environment.
 - Facilitate the virtual component of synchronous online interactions.
 - Manage an online platform 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).
 - Supporting students, teachers, and parents.
 - Support embedding of SEL into lessons.
 - Lead small group instruction to ensure social distancing.
 - Consider student grouping to maintain single classroom cohorts.
 - Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- **Support staff/paraprofessionals may:**
 - Lead small group instruction to ensure social distancing.
 - Consider student grouping to maintain single classroom cohorts.
 - Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
 - Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.
 - Provide real-time support during virtual sessions.
 - Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
 - Support families and students in accessing and participating in remote learning.
 - Lead small group instruction in a virtual environment.
 - Facilitate the virtual component of synchronous online interactions.
- **Substitutes**
 - Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.

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- Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
- Designate substitutes to a single school building or grade level to avoid too much movement between schools.
- Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

Educator Roles Related to School Technology Needs

- To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the **school officials** will:
 - Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.
 - Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
 - To the extent possible, provide district one-to-one instructional devices and connectivity.
 - Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).
- To ensure **student teachers are prepared** to start supporting instruction on day one, districts will:
 - Train student teachers to use technology platforms.
 - Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
 - Survey assistant teachers to determine technology needs/access (Pre-school).
 - Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- **Student teachers** will:
 - Obtain a substitute credential to gain the ability to support students without supervision as needed.
 - Lead small group instruction (in-person to help with social distancing).
 - Co-teach with cooperating teacher(s) and maintain social distancing.
 - Manage online classroom(s) for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
 - Implement modifications or accommodations for students with special needs.
 - Facilitate one-to-one student support.

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- Lead small group instruction virtually while the classroom teacher teaches in-person.
- Provide technical assistance and guidance to students and parents.
- Develop online material or assignments.
- Pre-record direct-instruction videos.
- Facilitate student-centered group learning connecting remote and in-person students.
- Additional Staff Concerns - The Verona School District will also be prepared to navigate additional staffing concerns and topics and may also consider:
 - Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.
 - Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).
 - 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.
 - Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
 - Increase the need for all staff to address student trauma, social emotional learning, and digital citizenship.

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Appendix P

Athletics

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

The Verona School District has and will continue to follow NJSIAA Guidance to allow for a safe return to play. The NJSIAA has established a COVID-19 Medical Advisory Task Force and Sports Advisory Task Force to review State and Local Health guidelines, as well as NJDOE guidance, to determine changes that will need to be made to accommodate the 2020-21 interscholastic sports seasons.

Verona School District reserves the right under local control to cancel seasonal athletics activities when deemed necessary in the best interest of the health and safety of our student athletes, coaches, and volunteers.

Students who opt for a remote learning option only, will be able to participate in interscholastic athletics.

When possible, athletics will be played outside or in larger spaces to allow for social distancing.

Please visit the [NJSIAA website](#) to utilize their COVID-19 resources as it pertains to interscholastic athletics.

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Appendix Q

Remote Learning Options for Families

This school district should include in Appendix Q the locally developed protocols and Policy Guide 1648.02 addressing the anticipated minimum standards as required by the NJDOE Guidance titled “Clarifying Expectations Regarding Fulltime Remote Learning Options for Families 2020-2021”.

A parent may contact the Principal or designee of the building the student would attend with any questions on: a request to transition from in-person services to full-time remote learning; a request to transition from full-time remote learning to in-person services; the procedures of this Policy; and/or any other information regarding the school district’s Plan and Policy 1648.

To ensure clarity and consistency in implementation of full-time remote learning, the Verona School District will:

1. Unconditional Eligibility for Full-time Remote Learning

- a. All students are eligible for full-time remote learning.
 - i. Eligibility for full-time remote learning cannot be conditioned on a parent demonstrating a risk of illness or other selective criteria.
 - ii. Unconditional eligibility for full-time remote learning includes students with disabilities who attend in-district schools or receiving schools (county special services school districts, educational services commissions, jointure commissions, Katzenbach School for the Deaf, regional day schools, college operated programs, and approved private schools for students with disabilities).

2. Procedures for Submitting Full-time Remote Learning Requests

- a. A parent may request a student receive full-time remote learning from the school district by submitting a written request to the Principal of the school building their child would attend. The written request shall be provided to the Principal at least **one** calendar day before the student is eligible to commence full-time remote learning in accordance with 2.b. below.
- b. The student may only begin full-time remote learning:
 - i. at the beginning of the school year.
 - ii. at the beginning of a marking period (or sooner based on availability).
- c. The written request for the student to receive full-time remote learning shall include:
 - i. The student’s name, school, and grade;

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- ii. The technology the student will be using to receive full-time remote learning, including the student's connectivity capabilities;
- iii. A request for any service or combination of services that would otherwise be delivered to the student on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education, and related services;
- iv. For students with disabilities, the school district staff will determine if an Individualized Education Plan (IEP) meeting or an amendment to a student's IEP is needed for full-time remote learning; and
- v. Any additional information the Principal or designee requests to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.
 - 1. The documentation required by the school district to be provided in the parent's request for full-time remote learning shall not exclude any students from the school district's full-time remote learning option, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of successful remote learning.
- d. Upon receiving the written request, the Principal or designee may request additional information from the parent to assist the Principal or designee in providing the student the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.
- e. The Principal or designee will review the written request and upon satisfaction of the procedures outlined in this Policy, the Principal or designee will provide written approval of the parent's request for full-time remote learning.
 - i. In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.
- f. The Principal's written approval of the request shall be provided to the parent within **two** calendar days of receiving the parent's written request.
 - i. The written approval will include the date the remote learning program will commence for the student in accordance with 2.b above.

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3. Scope and Expectations of Full-Time Remote Learning

- a. The scope and expectations of the school district's full-time remote learning program will include, but not be limited to, the following:
 - i. The length of the school day pursuant to N.J.A.C. 6A:32-8.3 and compliance with the Board's Attendance Policy and Regulation 5200; the provisions of the district's remote learning program outlined in the school district's Plan; and any other Board policies and regulations that govern the delivery of services to, and district expectations of, students participating in the remote learning program and their families;
 - ii. The technology and the connectivity options to be used and/or provided to the student during remote learning; and
 - iii. Any additional information the Principal or designee determines is needed to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs (i.e. students participating in a hybrid model).
 - 1. This includes, for example, access to standards-based instruction of the same quality and rigor as afforded all other students of the district, the district making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible.
 - 2. The Verona Public Schools will endeavor to provide support and resources to assist parents, particularly those of younger students, with meeting the expectations of the school district's remote learning option.

4. Procedures to Transition from Full-Time Remote Learning to In-Person Services

- a. A parent may request their student transition from full-time remote learning to in-person services, if in-person services are being provided, by submitting a written request to the Principal of the building the student will attend. This request must be submitted at least **five** calendar days before the student is eligible for in-person services.
 - b. A student is only eligible to transition from full-time remote learning to in-person services commencing
 - i. at the beginning of the school year.
 - ii. at the beginning of a marking period (or sooner based on availability).
 - c. The written request from the parent for the student to transition from full-time remote learning to in-person services shall include:
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- i. The student's name, school, and grade
 - ii. The in-person program may only commence for a student transitioning from full-time remote learning to in-person services in accordance with 2.b above; and
 - iii. Any additional information the Principal or designee determines would be important on the student's transition from full-time remote learning to in-person services.
 - d. A student previously approved for remote learning wanting to transition into the school district's in-person program must spend at least
 - i. one marking period in remote learning before being eligible to transition into the school district's in-person program.
 - 1. This will allow parents to make the arrangements needed to effectively serve students' home learning needs and will support educators in ensuring continuity of instruction for the student.
 - e. The Principal or designee will review the request for compliance with this Policy, and upon satisfaction of the procedures in this Policy, will provide the parent of the student a written approval of the student entering the school district's in-person program.
 - i. In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.
 - f. Upon approval of the student's transition from full-time remote learning to in-person services, the school district will provide specific student and academic services to better assist parents anticipate their student's learning needs and help educators maintain continuity of services.
 - g. The Verona Public School district will consult its Pre-K curriculum regarding appropriate measures to assess a Pre-K student's learning progress during the transition from full-time remote learning to in-person learning.

5. Reporting

- a. To evaluate full-time remote learning, and to continue providing meaningful guidance for school districts, it will be important for the New Jersey Department of Education (NJDOE) to understand the extent and nature of demand for full-time remote learning around the State.
 - i. The Verona School District will be expected to report to the NJDOE data regarding participation in full-time remote learning. Data will include the number of students participating in full-time remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners.

6. Procedures for Communicating District Policy with Families

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- a. The Verona School District will have clear and frequent communication with parents, in their home language, to help ensure this important flexibility is as readily accessible as possible. Communication must include, at a minimum, information regarding:
 - i. Summaries of, and opportunities to review, the school district's full-time remote learning Policy/Plan (P1648 & P1648.02);
 - ii. Procedures for submitting full-time remote learning requests in accordance with 2. above (Procedures for Submitting Full-Time Remote Learning Requests);
 - iii. Scope and expectations of full-time remote learning in accordance with 3. above (Scope and Expectations of Full-Time Remote Learning);
 - iv. The transition from full-time remote learning to in-person services and vice-versa in accordance with 2. and 4. above (Procedures to Transition from Full-Time Remote Learning to In-Person Services); and
 - v. The school district's procedures for ongoing communication with families and for addressing families' questions or concerns.

7. Home or Out-of-School Instruction

- a. No provision of this Policy supersedes the district's requirements to provide home or out-of-school instruction for the reasons outlined in N.J.S.A. 18A, N.J.A.C. 6A, or any applicable Board policy unless determined otherwise by the Superintendent or designee.

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CHART OF USEFUL LINKS

Conditions for Learning		
Section	Title	Link
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President’s Plan for Opening American Up Again	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

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Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/
Section	Title	Link
	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf
	Guidance for Child Care Programs that Remain Open	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html
	General Business Frequently Asked Questions	https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	https://www.nj.gov/education/njtss/guidelines.pdf
	RTI Action Network	http://www.rtinetwork.org/
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf
Wraparound Supports	SHAPE	http://www.schoolmentalhealth.org/SHAPE/

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	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/evaluation.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

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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.mtwtgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm
Section	Title	Link
Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bso/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Section	Title	Link
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-

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	during the COVID-19 Pandemic School Closures and Beyond	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