



Secaucus School District

September 2020: The Road Back



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Preparation for District Re-Entry

Pandemic Response Teams

“Members of the school teams should include a cross section of administrators, teachers and staff, and parents. Decision-making and communication will be more effective if decision-makers reflect the makeup of the community. Pandemic Responses Teams should represent a cross-section of the school and district, including its gender and racial diversity. If a school has an existing crisis response team, that team could serve as the Pandemic Response Team. If a school or district does not have an existing crisis response team, schools should establish such a Pandemic Response Team to support all planning, management, and decision making related to the school’s COVID-19 response actions.

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

- *School principal or lead person*
- *Teachers*
- *Child Study Team member*
- *School Counselor or mental health expert*
- *Subject Area Chairperson/Director*
- *School Nurse*
- *Teachers representing each grade band served by the district*
- *School safety personnel*
- *Members of the school safety team*
- *Custodian*
- *Parents*

The Pandemic Response Team is responsible for:

- *Overseeing each school’s implementation of the district’s reopening plan, particularly health and safety measures, and providing safety and crisis leadership.*
- *Adjusting or amending school health and safety protocols as needed.*
- *Providing staff with needed support and training.*
- *Reviewing school level data regarding health and safety measures and the presence of COVID19 and reporting that data to the district as required.*
- *Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posted by COVID-19.*
- *Providing necessary communications to the school community and to the district.*
- *Creating pathways for community, family, and student voices to continuously inform the Team’s decision-making.*

Additional Considerations The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols. As the needs of New Jersey communities evolve, Pandemic Response Teams will be well-versed in creating pathways for community, family, and student voices to continuously inform the Team's decision-making. These teams will serve a critical role in building confidence and addressing concerns as they arise. The teams will ensure accurate, timely and transparent information is shared within the school community." (New Jersey Department of Education, 2020)

The Secaucus School District has established a District Re-Start Committee, in addition to individual building pandemic response teams, to discuss various plans for re-entry into the school buildings. Representatives from each building response team will be an integral part of the District team, in order to share parent and staff concerns with district administration. Each building team meets weekly to discuss different aspects of the school reopening plans, while the district team discusses the individual building meetings that took place later in the week.

District Restart Committee

- Jennifer Montesano - Superintendent of Schools
- Carrieann DeVito - Director of Special Services
- Danielle Garzon - Clarendon School Principal
- Daniela Riser - Director of Curriculum and Instruction
- Grace Yeo - Business Administrator/Board Secretary
- Joan Cali - President, Secaucus Board of Education
- Jerome Kaiser - Supervisor of Educational Technology
- Jayesh Patel - Secaucus Board of Education Trustee/Parent
- Amanda Wargocki - Secaucus High School Assistant Principal
- Robert Valente - Huber Street School Principal
- James Clancy - Town Council Liaison for the Secaucus School District
- Christine Candela - Secaucus Middle School Principal
- Charles Voorhees - Director of Athletics
- Lynch, Nancy - President of the Secaucus Education Association
- Ruby Pantoliano - Secaucus Board of Education Trustee/Parent
- Sal Cioffi - Supervisor of Buildings and Grounds
- Steve Viggiani - Secaucus High School Principal
- Kathy Gerbasio - Secaucus High School Nurse

Clarendon School Pandemic Response Team Members:

- Dr. Danielle Garzon - Building Principal
- Mrs. Barbara Bivin - School Nurse
- Mrs. Sylvia D'Hombre - PTA President/Parent
- Mr. Angelo Moniello - Head Custodian
- Mrs. Dawn Doering - Guidance Counselor
- Mrs. Anna Falco - School Climate Committee Member/Special Ed. Teacher
- Mrs. Kristin Backiel - Union Vice President/Fifth Grade Teacher
- Mrs. Laurie Valente - SCIP Committee Member/First Grade Teacher
- Ms. Dalia Lozano - School Social Worker/CST Member
- Mrs. Colleen Santaniello - School Secretary
- Mrs. Erika Dimase - School Secretary

Secaucus Middle/High School Pandemic Response Team Members:

- Sean Sonnett - SMS teacher
- Maria Rodriguez - SMS teacher
- Kelly Waters - SMS teacher
- Sara Williams- SMS teacher
- Jill Preis - District SAC
- Alison Roa - SMS Nurse
- Dylan Caruso - SHS teacher
- Sara Duca - SHS teacher
- Aomar Elassa - SHS teacher
- Tom Curry - SHS teacher
- Kristie Hanley - SHS School Psychologist
- Elise Lennon - SHS School Counselor
- Rocky Sinisi - SMS/SHS Head Custodian
- Kathy Gerbasio - SHS Nurse
- Jenn Mastropietro - Parent
- Priti Advani - Parent
- Amanda Wargocki - SHS Assistant Principal
- Steve Viggiani - SHS Principal
- Christine Candela - SMS Principal

Huber Street School Pandemic Response Team

- Rob Valente- Principal
- Eilish Viggiani- Teacher
- Alexis Leppin- Teacher
- Kelly O'Connor- Teacher
- Orietta Tringali- Teacher
- Amanda Damato- Teacher (Pre-K Special Education)
- Jaime Viggiano- Guidance Counselor
- Nicole Moreira- School Psychologist
- Enzo Castelli- Custodian
- Nicole Rocco- Nurse
- Margaret Impreduto- Nurse
- Colleen Mason- Secretary
- Jennifer Mastropietro- Parent
- Kim Quinn- Parent

Conditions for Learning

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

“In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention recommends actions, which schools and districts should incorporate into reopening plans:

- *Establishing and maintaining communication with local and state authorities to determine current mitigation levels in your community*
- *Protecting and supporting staff and students who are at higher risk for severe illness, such as providing options for telework and virtual learning*
- *Following CDC’s Guidance for Schools and Childcare Programs*
- *Promoting behaviors that reduce spread:*
 - *Stay home when appropriate*
 - *Hand hygiene and respiratory etiquette*
 - *Face coverings*
 - *Signs and messages*

Reasonable accommodations should be provided for individuals that the Centers for Disease Control 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:

- *Chronic lung disease or asthma (moderate to severe)*
- *Serious heart conditions*
- *Immunocompromised*
- *Severe obesity (body mass index, or BMI, of 40 or higher)*
- *Diabetes*
- *Chronic kidney disease undergoing dialysis*
- *Liver disease*
- *Medically fragile students with Individualized Education Programs (IEPs)*
- *Students with complex disabilities with Individualized Education Programs (IEPs)*
- *Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).”*
(New Jersey Department of Education, 2020)

As the Center for Disease Control recommends, *“Aside from a child’s home, no other setting has more influence on a child’s health and well-being than their school. The in-person school environment does the following:*

- *provides educational instruction;*
- *supports the development of social and emotional skills;*
- *creates a safe environment for learning;*
- *addresses nutritional needs; and*
- *facilitates physical activity.”*

(Centers for Disease Control, 2020)

Our plan realizes these needs and will work tirelessly to provide our students with a safe learning environment that practices appropriate social distancing and thorough sanitization/disinfection measures in all school buildings. In addition, both students and staff will be “trained” throughout the school year, and in early year professional development sessions, on how to minimize the spread of germs (maintaining personal hygiene).

A summary of our District’s General Health and Safety Guidelines can be found below:

- Working with Local and State Authorities - The district administration participates in weekly meetings with county education officials and town council members that are essential for outside input into our plan. Also, any impending COVID threats in the community will be relayed to us quickly through our partnership, minimizing the further risk of exposure to many others.
- Protecting the Medically Fragile - A staff COVID 504 committee has been formed to review documentation on each staff member who is concerned about returning to in-person work. With appropriate documentation and legitimate reasons to not return, the district will work with these staff members to set up a virtual classroom or assist with a leave of absence, if work outside the district is not possible. Students will have the option, regardless of illness or disability, of participating in virtual instruction until further notice, as per the current state regulations. A student COVID 504 committee has also been established to assist students in accommodating their instruction in order to fit their needs.
- Screening Staff and Students - The Secaucus School District will be adopting a policy for screening students and employees for symptoms of Covid-19 and their history of exposure. These adopted procedures will be utilized for all who enter each of the district's school buildings and ride on school issued busses.
 - All staff and students will answer a daily questionnaire and have a temperature check before entering the building or riding a school bus. These checks will be administered at the entrance to the bus at the respective bus stop or at the entrance to their respective school building. An app with a symptom checker may be used to expedite the process, if possible.
 - Students and staff members who express a symptom of COVID or present a temperature will not be able to enter the school buildings and will be required to leave. Contact tracing may

commence if others were exposed to that person and that staff member or student may be required to get tested in order to return.

- Promoting Behaviors that Reduce Spread -
 - Students/staff that present symptoms of COVID or have a temperature will be restricted from either riding the school bus or entering a school building that day. They may be required to be tested for COVID before their return, depending on the severity of their condition. The district will relay information on the appropriate times to remain at home instead of coming to work.
 - Frequent hand washing will be emphasized to all staff and students through announcements and posters set up around the school buildings. In addition, hand sanitizer dispensers will be located in every classroom, at the entrances to lunch areas, and in certain parts of the hallways.
 - Face coverings will be required for both students and staff at all times while in the school building and outside where social distancing is not entirely possible. Bus students will be required to wear masks for the entire time they are on the school bus, unless a medical issue is documented or unless it is written in their IEPs. Students will be told about the importance of respiratory etiquette and keeping appropriate distance from others.
 - Signs and Messages - Signs encouraging handwashing and sanitation, keeping social distance, and wearing a face covering at all times in school will be posted throughout all school buildings in the district. Parents and students will be informed of our district plan in the beginning of August and all updates to schooling will be announced via email, phone calls, social media, and the district webpage. Procedures for visitors will be displayed in detail on the exterior of the school buildings.
- Classroom setups - All classrooms will employ the use of desks instead of tables spaced apart at 6ft at a minimum. The entire time in the classroom, appropriate face coverings must be worn by both staff and students. At the entrance of the classroom, hand sanitizer will be readily available.
- Social Distancing - Social distancing will take place whenever possible in the classroom, on school busses, and anywhere else on school grounds. Both staff and students will be required to wear face coverings while in the school building, on the school bus, and when social distancing is not possible outside on school property.
- Frequent Hand Washing - Students will be encouraged to wash their hands and/or use hand sanitizer as they enter and exit their classrooms at the secondary level. Students at the elementary level will engage in education on avoiding germs and sanitary procedures and be encouraged to hand wash periodically throughout the day.

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

“Schools and districts must allow for social distancing within the classroom to the maximum extent

practicable. This can be achieved by ensuring students are seated at least 6 feet apart. If schools are not able to maintain this physical distance, additional modifications should be considered.

These include using physical barriers between desks and turning desks to face the same direction (rather than facing each other) or having students sit on only one side of the table, spaced apart.

- *When social distancing is difficult or impossible, face coverings are required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities **(Changed on 8/03/2020 by the governor to masks must be worn at all times inside the school building)**.*
 - *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. **(Changed on 8/03/2020 by the governor to "wear masks at all times")***
- *All instructional and non-instructional rooms in school and district facilities must comply with social distancing standards to the maximum extent practicable.*
- *Use of shared objects should be limited when possible or cleaned between use.*
- *Schools and districts must ensure that their indoor facilities have adequate ventilation, including operational heating, and ventilation systems where appropriate.*
 - *Recirculated air must have a fresh air component.*
 - *Open windows if A/C is not provided.*
 - *Filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.*
- *Prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol):*
 - *In each classroom (for staff and older children who can safely use hand sanitizer).*
 - *At entrances and exits of buildings.*
 - *Near lunchrooms and toilets.*
 - *Children ages 5 and younger should be supervised when using hand sanitizer.*
 - *For classrooms that have existing handwashing stations, prepare stations with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).*
- *Students should wash hands for at least 20 seconds at regular intervals, including before eating, after using the bathroom, and after blowing their nose/coughing/sneezing.*
 - *Use alcohol-based hand sanitizer (at least 60% alcohol) if washing with soap and water*
- *For Early Childhood programs, when possible:*
 - *Keep children six feet apart during nap time (can have cots oriented head to foot), when eating, and doing other activities.*

- *Avoid close group learning activities like reading circles.*
- *Designate times on the schedule to take students out of the classroom to wash hands with soap and water, including, at a minimum:*
 - *at the start of the day when children enter the classroom*
 - *before snacks and lunch*
 - *after using the toilet or helping a child use a toilet*
 - *after sneezing, wiping, and blowing noses*
 - *after snacks and lunch, particularly if hands are sticky, greasy or soiled*
 - *when students come in from outdoor play or recess*
- *In limited cases, hand hygiene with an alcohol-based sanitizer or alcohol-based wipes, when there is no visible soiling of hands, are alternatives to hand washing with soap and water by children over 24 months of age, under the supervision of the teacher.*
 - *The CDC recommends an alcohol-based sanitizer that is at least 60% alcohol and to rub the product over all surfaces of your hands and fingers until your hands are dry, about 20 seconds, then wash hands with soap and water as soon as possible.*
- *For school districts that provide services to medically fragile students and students with complex disabilities:*
 - *Ensure mechanisms to secure PPE prior to opening and maintain ongoing supplies, in order to remain open.*
 - *Strongly consider the need for additional cleaning staff to ensure continuous disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.*
 - *Consider the need for heightened monitoring and frequent handwashing which will often require hand-over-hand assistance.*
- *Limit use of supplies and equipment to one group of children at a time and clean and disinfect between use.*
 - *When possible, ensure adequate supplies to minimize sharing of high touch materials to the extent possible.*
 - *Avoid sharing electronic devices, toys, books, and other games or learning aids, or thoroughly clean and disinfect between use.*
- *Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.*
- *Increase circulation of outdoor air as much as possible, for example, by opening windows and doors.*
 - *Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility.*
- *Larger rooms (i.e. auditorium, cafeteria, gym) can be used as classrooms to allow for social distancing.*

- *Turn desks to face in the same direction (rather than facing each other) or have students sit on only one side of tables, spaced apart.*
- *For furniture that is intended to accommodate more than one student the school district should explore bringing in furniture to replace the multi-student furniture or consider some type of partitioning system. These have recently become commercially available. These types of partitions should also be considered anywhere it is necessary to separate students/parents from staff.*
- *Consider keeping classes together to include the same group of children each day (cohorts).*
- *Allow minimal mixing between groups/cohorts.*
- *Allow outdoor classrooms where possible and when seasonally appropriate.*
- *Add time to lunch and recess periods to ensure students have time to wash their hands.*
- *Build in the practice of handwashing throughout the day, during transition times is not possible. (New Jersey Department of Education, 2020)*

A summary of our plan regarding Critical Area of Operation #2 is as follows:

- Classroom Structure - All classrooms in each school in the district will be engineered to have desks facing the front of the room at a minimum distance of 6ft. apart. A hand sanitizer station will be present that students will utilize when entering and exiting the classroom. Because of the alternating schedule of students in each room, custodians will be sanitizing classrooms each night and more thoroughly on Wednesdays between student groups. Students will be required to wear face coverings at all times when in the school building, unless a medical issue is documented or an IEP team decision has been made.. Although we will not be using physical barriers to separate student desks, we will ensure that all classroom desks have appropriate space between them to minimize risk. Classrooms with communal tables will be outfitted with individual desks facing the front of the classroom in order to establish proper social distancing. When possible, teachers will keep detailed seating assignments in each classroom in order to streamline contact tracing, if the need arises.
- Isolation/Therapy Rooms - Each school will be outfitted with an isolation room for students/staff who are exhibiting symptoms of sickness. Individuals will remain in these quarters until they are picked up by their parents/guardian. In addition, a designated therapy room with an adequate amount of social distancing space to treat common nursing, non-COVID illnesses will be designated in each school building.
- Visitor Procedures - If at all possible, visitors to the school buildings and the board office will be limited to the outer portions of the buildings. If there is a need to enter the building, security will take the proper precautions in doing so, including temperature checks, screening questionnaires, and proper facial coverings will be required. All visitors will be escorted around the school buildings if such passage is required.

- Shared Items in the Classroom - Whenever possible, various classroom items will not be shared among students in the classroom. In cases where that is not possible, the proper cleaning and sanitizing of these items will be performed between student use. Cleaning logs will be maintained to document these procedures when applicable. In lieu of shared toys at the early elementary level, students will be encouraged to bring in a personal item (toy) to play with at appropriate times throughout the day. This item is not to be shared and will remain on their person all day.
- Indoor Ventilation - As per the recommendations of the CDC for indoor air circulation (CDC, 2020), our HVAC systems have been digitally altered to allow for a 50% air flow from the outside environment in all rooms of every building in the district. Also, windows may be opened in classrooms that are equipped with them, allowing a generous amount of outside air to flow into each classroom when air conditioning is no longer required. Filter changes will also be documented and changed twice as often as their normal changing schedule.
- Hand Sanitizing Procedures - All classrooms and entrances to designated lunch areas will be readily available with hand sanitizer dispensers for staff and student use. At the elementary level, a frequent hand washing routine will be established in every classroom, which will include before and after eating, after using the restroom, after recess, and after blowing noses/coughing/sneezing, at the minimum. If running water and antibacterial soap is not available, hand sanitizers that are at least 60% alcohol will be provided and replenished when necessary.
- Student Belongings - The use of student desks and lockers, as well as coat closets, will be prohibited from use until further notice. Storage in student desks will be blocked, and all student belongings will remain in their backpacks adjacent to their desks for the duration of the day.
- Supplies of PPE - Through adjustments in the buildings and grounds budget and the CARES act supplemental funding, the district has purchased extra face coverings, gloves, and other essential items (PPE) for the 2020-21 school year. These items will be used to properly deep clean and sanitize any shared equipment that is used in the district, including items for the special needs students and those who are medically fragile.

Critical Area of Operation #3: Transportation

*“School districts should maintain social distancing practices on buses to the maximum extent practicable and adopt best practices for cleaning and disinfecting all vehicles used for transporting students. If maintaining social distance is not possible, all students who are able must wear face coverings while on busses. **(Changed on 8/03/2020 by the governor to masks must be worn at all times in the school buildings and on busses.)***

- *If a district is providing transportation services on a school bus but 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*

(Changed on 8/03/2020 by the governor to masks must be worn at all times in the school buildings and on busses.)

- *Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.*
- *Adopt best practices for cleaning and disinfecting school buses and other transport vehicles (see guidance for bus transit operators).*
- *To limit possible physical interaction among students, require students to board the school bus by filling the back rows first, and then progressing forward. When leaving the bus, students should exit in the opposite order. Assigned seating for students may assist in ensuring that such practices are followed consistently.*
- *Stagger transportation times so fewer children are in each vehicle (e.g., one child per seat, every other row).*
- *Open windows if possible.*
- *Clean and disinfect school buses and other vehicles used to transport students at least daily, preferably between routes.*
 - *To clean and disinfect school buses or other transport vehicles, see guidance for bus transit operators.*
- *Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.*
- *Drivers should practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, face coverings at all times while in the presence of children on the bus).*
- *Hang signs to reinforce social distancing and hygiene rules.*
- *When possible, a staff person should accompany the driver on all transportation routes to ensure safety and social distancing.*
- *A district may consider installing a physical barrier that separates the bus driver from students, assuming that such equipment is deemed acceptable by federal regulators and the New Jersey Motor Vehicle Commission.*
- *Following social distancing practices substantially decreases the school bus capacity, potentially increasing the number of bus routes required. Depending on the level of in-person instruction that a school district anticipates providing, this option may be cost prohibitive or a district may face an insufficient supply of qualified bus drivers. This option is most likely appropriate if a school district opts to provide in-person instruction to a subset of its students on any given school day.*
- *This approach may increase the cost of providing transportation to nonpublic school students to such an extent that an increased share of these students would receive an AIL payment, rather than a seat on a school bus.*

- *In addition to the potential cost, installing partitions between rows of school buses may create additional challenges, including the surface area that must be cleaned and sanitized on a regular basis. Entities that oversee the safety of school buses, the New Jersey Motor Vehicle Commission and federal regulators, would need to approve the use of such equipment.*
- *Encourage curb-or door-side drop-off and pick-up of children.*
- *Consider health screenings for drivers.*

(New Jersey Department of Education, 2020)

All bus students will complete their COVID screening process before entering the vehicle, administered by the aide assigned to that route. A survey was sent to parents in early July asking if they would consider waiving transportation, in lieu of taking the school bus (A formal request to waive bus transportation to and/or from school will be sent to parents nearer to the September). Approximately 46% of parents agreed to waive bus privileges, drastically reducing the number of students who will be utilizing our bus services for transportation to and from school. The administration also predicts that a significant number of students will remain home utilizing the “distance learning” option put forth by the governor recently. The remaining students will utilize bus services as normal, being as socially distant as possible while wearing a mask at all times.

At the elementary level, bus students will need to be escorted to the bus stop by a parent or guardian. The bus aide will assist in the boarding process. Once the student’s temperature is checked and is cleared through the health screening (located in the appendix), the parent/guardian can leave and the student can enter the bus.

Students will proceed to board the school bus by filling the back rows first and then proceeding to the front. When leaving the bus, students will exit in the opposite order. When seated, the bus aide will record student names and their approximate proximity on the school bus to streamline contact tracing, if the need arises.

If the student has indicated that they have a symptom of COVID or has a temperature above 100.4 degrees F, they will not be allowed to travel to school on the bus and will be asked to go home immediately. If a child was sent home from the bus stop with a temperature, the bus driver will immediately notify the transportation supervisor, who will notify the principal who will ensure that the student returned home safely.

Since bus drivers are considered school staff members, they should also get screened and their temperature should get checked before they operate the bus. They will also be required to wear a mask during the entire bus run.

After each bus route, the drivers will be required to sanitize their busses with antimicrobial foggers, in anticipation of the next bus route. Other sanitation measures will also be employed, as per the schedule located in the appendix. All windows on the bus will be open while driving the bus routes for proper ventilation. There will also be signs to remind students to socially distance and wear face coverings at all times while riding the bus.

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

“School district reopening plans should establish the process and location for student and staff health screenings. This should include providing physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart. When it is not possible to maintain physical distancing, schools must require the use of face coverings. (Changed on 8/03/2020 by the governor to masks must be worn at all times in the school buildings and on busses.)

- *School District Reopening Plans should establish the process and location for student and staff health screenings. See below Critical Area of Operation #5 “Screening, PPE, and Response to Students and Staff Presenting Symptoms” for additional information.*
- *If physical distancing (six feet) cannot be maintained for individuals in line waiting to enter or exit a building, require utilization of face coverings. Provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least 6 feet apart in lines and at other times (e.g. guides for creating “one-way routes” in hallways) (Changed on 8/03/2020 by the governor to masks must be worn at all times in the school buildings and on busses.)*

Additional Considerations:

- *Minimize interaction of students between drop-off and entrance to school facilities.*
- *Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.*
- *Establish separate entrances and exits to school facilities where possible.*
- *Require visitors and parent/guardians use their own pen for signing in/out.*
- *Create “one-way routes” in hallways.*
- *Maintain social distancing in hallways and common areas.*
- *Minimize the number of non-essential interactions between students and staff throughout the school day.*
- *Create student cohorts as an effective strategy to limit exposure and contact.*
- *Limit commingling between classes or other district-set groups of students.*
- *Minimize large group gatherings.*
- *Create a system that allows for physical distancing.*
- *Provide hand sanitizer at school entrances.*
- *Put signage around school buildings to provide hygiene advice and reminders (CDC offers printable resources and handwashing posters).*
- *Increase frequency of cleaning all surfaces, including walls (to the appropriate height based on age of students).*
- *Limit the number of students in the hallway at the same time by staggering release from classrooms.*

- *If feasible, install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).*
- *Consider a schedule that limits access, if at all, to lockers to keep traffic in the hallways within social distancing protocols.*
- *Most schools have limited entry/exit points for security purposes, but additional entry/exit points may need to be established to ensure a balance of social distancing and security protocols. (New Jersey Department of Education, 2020)*

Bus students will be screened for potential health issues before getting on the bus. This screening will consist of a temperature check and symptom checker, done either on paper or on an app. Those students who are not taking the bus should report to the school entrance for a temperature and symptom screening. Any student who exhibits signs of sickness will be prohibited from getting on a district issued bus or entering a school building. If deemed eligible to attend school, the student will report directly to their homeroom period. There will be no use of lockers until further notice.

School hallways will be taped off to indicate direction and to streamline traffic flow. When possible, social distancing in hallways will be enforced. Each student and staff member will be required to wear a face at all times while in the school building.

Common areas will be closely monitored for appropriate face coverings and proper social distancing. Designated lunch areas will be supervised by the principals and lunch monitors to ensure that all safety procedures are adhered to.

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

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

- *School districts must adopt a policy for screening students and employees upon arrival for symptoms and history of exposure. Policies must include the following:*
 - *Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.*
 - *Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.*
 - *Results must be documented when signs/symptoms of COVID-19 are observed.*

- *Any screening policy must take into account students with disabilities and accommodations that may be needed in the screening process for those students.*
- *School districts must adopt procedures for symptomatic staff and students. Procedures must include the following:*
 - *Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Follow current Communicable Disease Service guidance for illness reporting.*
 - *If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.*
 - *District should implement a policy to prepare for when someone tests positive for COVID-19 that includes written protocols detailing the district's COVID-19 related response for symptomatic students and staff. Protocols must be consistent with the district's contact tracing policy (see "Critical Area of Operation #6: Contact Tracing") to the maximum extent practicable. Protocols must include:*
 - *Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.*
 - *Follow current Communicable Disease Service guidance for illness reporting.*
 - *Adequate amount of personal protective equipment (PPE) available, accessible, and provided for use.*
 - *Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.*
 - *Continuous monitoring of symptoms.*
 - *Readmittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19*
 - *Written protocols to address a positive case.*
- *Encourage parents to be on the alert for signs of illness in their children and to keep them home when they are sick.*
- *School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.*
- *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. (Changed on 8/03/2020 by the governor to masks must be worn at all times in the school buildings and on busses.)

- *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.*
- *Exceptions: } Doing so would inhibit the individual's health.*
 - *The individual is in extreme heat outdoors.*
 - *The individual is in water.*
 - *A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering.*
 - *The student is under the age of two (2) and could risk suffocation.*
- *If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual the point of entry, entry to the school/district facility may be denied.*

Additional Considerations

- *Teach and reinforce use of face coverings among all staff (excluding health exceptions).*
 - *Consider providing training on hygiene protocols for staff.*
- *Students and employees may be asked to leave or not come into school if they test positive for COVID-19 or exhibit one or more of the symptoms of COVID-19, based on CDC guidance, that is not otherwise explained:*
 - *A fever of 100° F or greater (Updated to 100.4 F by the governor on 8/03/2020)*
 - *Cough*
 - *Shortness of breath or difficulty breathing*
 - *Chills*
 - *Repeated shaking with chills*
 - *Muscle pain*
 - *Headache*
 - *Sore throat*
 - *New loss of taste or smell*
 - *Fatigue*
 - *Congestion or runny nose*
 - *Nausea or vomiting*
 - *Diarrhea*
- *School administrators may use examples of screening methods in CDC's supplemental Guidance for Child Care Programs that Remain Open as a guide for screening students and CDC's General Business FAQs for screening staff.*

- *School districts should consider whether additional screening should take place for APSSD's and in-district programs which serve students with underlying conditions who may be at higher risk for more severe COVID-19 infection.*
- *Face coverings are required at times when physical distancing is difficult **(Changed on 8/03/2020 by the governor to masks must be worn at all times in the school buildings and on busses.)***
- *Attempt to have the same adult drop off and pick up students.*
- *Consider using a professional development day for staff to practice screening protocols with each other before applying to students.*
- *Special consideration should be given to protection for staff members, such as school nurses, custodians, and some Special Education teachers, paraprofessionals and service providers, who will be in close contact with students or will handle waste materials.*

(New Jersey Department of Education, 2020)

All district staff will require a two-step screening process before entering a district school or stepping into a district issued school bus. Staff will complete a symptom questionnaire (located in the appendix) and get a temperature check. If they pass, they will then report to their designated posts in order to assist with the opening of the school day.

Students that are traveling on a school bus will be subject to a similar screening process before entering the school bus. Parents of students in grades Pre-K to 5 who take the school bus will be required to accompany their child to the bus stop. After their child successfully completes their screening, in a responsible socially-distanced manner, they will be free to leave and the child will be able to board the bus. If the child does not successfully complete their screening, parents will be required to take their child home immediately and will be contacted by the principal. Busses will be loaded from the back to the front and will be required to exit the opposite way to avoid student interaction. All staff and students on the bus will be required to socially distance, if possible, and wear an approved face covering at all times while on the bus.

Students that are entering their school buildings directly will proceed to the screening stations outside the front entrance to their school buildings. Tape, cones, or other measures will be used to socially distance students (and some staff) who are waiting to be screened. After completing their symptom screening sheet and temperature check successfully, they will be permitted to enter the building and report directly to their homerooms. If they present with symptoms, have a temperature over 100.4 F, or indicate YES on the screening survey, they will be required to leave the premises immediately and wait to be contacted by the principal.

As part of the planning process, each school will have a designated isolation room that is large enough to hold students safely who are exhibiting symptoms of COVID-19 to wait for a pickup. These rooms, if needed, will be monitored on the outside by a member of our staff. Proper documentation will be produced on any cases of COVID that the school district encounters, and contact tracing will be conducted. The local health department

will be contacted immediately in accordance with the contract tracing protocol. In addition, if a student exhibits symptoms, parents will be contacted immediately and confidentially, in order to minimize the potential spread. Two policies (#1648 Restart and Recovery Plan and #1649 Federal Families Firsts Coronavirus (COVID-19) Response Act (M)) will be adopted by the Secaucus Board of Education in early fall. These policies dictate the state mandated procedures for screening staff and students, as well as highlight all of the recommendations from the state.

All school nurses will be outfitted with additional PPE to further protect them from the threat of extended exposure to students. They will also be training in the proper methods of contact tracing to ensure that the process proceeds smoothly in all school buildings.

Critical Area of Operation #6: Contact Tracing

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

Additional Considerations

Contact tracing policies should:

- *Be developed in consultation with the board’s local health department and with school nurses employed by the board;*
- *Identify the criteria an individual must meet in order to activate the board’s contact tracing policy;*
- *Clearly describe the school or district’s responsibilities regarding notification of:*
 - *its local health department;*
 - *Staff, families and the public;*
- *Identify the school or district’s role in assisting its local health department conduct contact tracing activities, including ongoing communication with the identified individual and/or their contacts.*
- *Ensure adequate information and training is provided to school and district staff as necessary to enable staff to carry out responsibilities assigned to them under the policy; and*
- *Adhere to all applicable federal and state requirements regarding privacy of educational records (e.g. FERPA).*

- *Designation of a staff liaison or liaisons responsible for providing notifications and carrying out other components of the board’s contact tracing policy could help ensure that notifications are carried out in a prompt and responsible manner.*
- *Open communication systems that allow staff, students, and families to self-report symptoms and/or suspected exposure could assist school districts provide prompt notification.”*

(New Jersey Department of Education, 2020)

As the school safety specialists, Ms. Montesano and Mr. Sal Cioffi will attend a contact tracing workshop regarding the proper procedures in tracking COVID-19 occurrences in the district. In addition, the Director of Athletics/Supervisor of Nurses and the high school nurse will also get certified as a contact tracer. The district administration will also work closely with the local health department and each school nurse in discussing various procedures in contact tracing and proper isolation of potential cases in the district. Information about contact tracing will be disseminated to all administrators in the district, and all others who have a role in identifying the root of a potential COVID threat. All cases handled will be documented and disseminated to the proper authorities.

We will also:

- Develop and enforce policies and/or procedures that encourage sick employees and students to stay home without fear of reprisal, and ensure that the staff, students and families are aware of these policies.
 - These policies will ensure that individuals are compliant when instructed to quarantine or isolate.
- The Superintendent, Supervisor of Buildings and Grounds, the Director of Athletics, and the High School Nurse have met the requirements as Certified Contact Tracers.
- Designate the Superintendent and/or her designate as the liaison responsible for communicating with the Board of Health to help ensure the recommendations are carried out in a prompt and responsible manner.
- Consult with the local health department and assist and facilitate contact tracing activities, including ongoing communication with the identified individual.
- Ensure and provide information and training to school and district staff as necessary.

Critical Area of Operation #7: Facilities Cleaning Practices

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

- *Develop a schedule for increased, routine cleaning and disinfection included in the district's policy.*
- *Routinely clean and disinfect surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops). 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*
- *School bus seats and windows*
- *Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA)."*
(New Jersey Department of Education, 2020)

Cleaning of all facilities will be performed daily and these same areas will be deeply cleaned on Wednesdays when staff and students are virtual. Disinfecting of all rooms in the district will take place on the weekends and done more frequently whenever needed. Custodians have been instructed to clean bathrooms in each building multiple times throughout the school day. Hand sanitizers will be available in every classroom in the school district and also in various locations throughout the hallways. A copy of each [Custodial Sanitation Checklist](#) can be found in the appendix, as well as a summary of our [Enhanced Disinfecting Procedures](#).

Critical Area of Operation #8: Meals

"If cafeterias or other group dining areas are in use, school districts must stagger eating times

to allow for social distancing and disinfecting of the area between groups. Additionally, districts must discontinue family-style, self-service, and buffet-style dining and maintain social distancing. Cafeteria staff must wash their hands immediately after removing gloves and after directly handling used food service items.

If cafeterias or group dining areas are used:

- *Stagger times to allow for social distancing, and clean and disinfect between groups.*
- *Discontinue family style, self-service, and buffet.*
- *Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the Environmental Protection Agency (EPA).*
- *Space students at least six feet apart.*
- *Individuals must wash their hands after removing their gloves or after directly handling used food service items.*

Additional Considerations

- *Consult the New Jersey Department of Agriculture for additional information regarding compliance with Child Nutrition Program rules and regulations.*
- *Consider serving meals in classrooms or outside when possible instead of a group dining area.*
- *Serve individually plated meals or meals in pre-packaged boxes or bags.*
- *Ensure students are not sharing food.*
- *Use disposable food service items (e.g., utensils, dishes).*
 - *If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher.*
- *Encourage proper hand washing before and after eating meals.”*

(New Jersey Department of Education, 2020)

Through a sidebar agreement with the Secaucus Education Association, students at the secondary level will report directly to their “homeroom” classrooms when they enter the building. If they are free/reduced lunch students, they will be instructed to pick up their breakfast in kiosks and proceed to their homeroom classes for consumption. At the elementary level, student breakfasts will be delivered to the student classroom, where they will be able to eat them at their desks.

Students will be socially distanced during all lunch periods in each school building. Principals will use larger rooms in their buildings to host lunch on Monday, Tuesday, Thursday, and Friday to approximately ½ the students assigned to lunch during those periods. In the middle/high schools, both gymnasiums will be utilized to provide students with a socially distanced lunch period, where students are a minimum of 6ft apart while eating.

Mascio's food services will be providing students with a variety of "grab and go" boxed hot and cold options in the designated lunch locations for advanced purchase. We will not be utilizing communal dining tables and will employ the use of student desks that are appropriately spaced for social distancing in the dining area. Masks will be required while walking about the lunch rooms and the buildings. Free/reduced lunch students will continue to receive their lunches at a free or reduced cost. These students will be able to pick up their meals at designated locations at each school building when participating in virtual learning.

The safety of all food service staff is also one of our top priorities. Therefore, the Secaucus School District has worked closely with our food service provider to produce a detailed sanitation plan that will take place in our food service area that will not only benefit our students, but will keep all of our Mascio's employees safe.

Critical Area of Operation #9: Recess/Physical Education

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

- *Stagger recess. If two or more groups are participating in recess at the same time, they should have at least 6 feet of open space between them.*
- *Use cones, flags, tape, or other signs to create boundaries between groups.*
- *Always wash hands immediately after outdoor playtime.*
- *Stagger the use of playground equipment and establish frequent disinfecting protocols. 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 for social distancing).*
- *Consider closing locker rooms to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.*
 - *If not feasible to close, stagger use and clean and disinfect between use.*
 - *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.*
- *Mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment) and do not allow sharing of equipment. If equipment must be shared, clean and disinfect between each use.*
- *Designate specific areas for each class during recess to avoid cohort mixing."*

(New Jersey Department of Education, 2020)

The secondary administration has developed a tentative plan for a blended Physical Education/Health course that will be dynamic enough to allow for outside physical activities. When the weather permits, students will participate in physical education classes outdoors in our designated spots with appropriate social distancing in place, with little or no contact, and with minimal use of shared equipment. When the weather is not appropriate for outdoor activities, students will participate in health education. These days will be fluid throughout the year to allow for maximum instruction in both areas of physical education and health. The use of locker rooms and lockers will be prohibited until further notice. Students will be encouraged to wear comfortable clothing to school to participate in physical education, while still adhering to the dress code. An adjusted schedule will allow physical education groups to be staggered throughout the school day.

At the elementary level, recess will consist of non-contact play and minimal contact with common surfaces. Social distancing of student groups will be enforced during this time, whenever possible. The use of playground equipment will not be encouraged and groups of students will be redirected to open areas to engage in non-contact activities. Regardless, playground equipment will be deeply cleaned after each recess period, before another group of students participate in recess. Custodial staff will sanitize equipment that is “shared” at the end of the day using spray disinfectants/antimicrobial solutions.

Critical Area of Operation #10: Extracurricular Activities and Use of Facilities Outside of School Hours

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

- *Adhere to all applicable social distancing requirements and hygiene protocol during any extracurricular activities.*
- *Require any external community organizations that use school/district facilities to follow district guidance on health and safety protocols*

Additional Considerations

- *Maximize the use of technology and online resources to continue some extra-curricular activities without additional person-to-person contact.*
- *Restrict use of school/district facilities to district-sponsored extra-curricular activities and groups.*
- *Limit public use of school facilities or design a method, such as scheduling or increased cleaning, to ensure the use will not conflict with hygiene standards.*
- *Consider canceling field trips, assemblies, and other large gatherings.*
- *Cleaning/disinfecting schedule may not allow for in-person gatherings outside school hours.”*

(New Jersey Department of Education, 2020)

All extracurricular activities will be approved by the Secaucus Board of Education to be done virtually until further notice. Field trips, assemblies, or other large gatherings will be prohibited. There will be no use of the building after hours except with the advanced approval of district administration. All outside use of school facilities will follow our strict cleaning and social distancing procedures, compensating the school district, if applicable, for custodial overtime.

Social Emotional Learning (SEL) and School Climate and Culture

“Social emotional learning (SEL) will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. To this end, school districts are encouraged to thoughtfully plan around the well-being of educators so they can support the social and emotional well-being and learning needs of their students, acknowledge and prepare for the potential trauma that staff and students have faced during the COVID-19 school closures, and recognize and empower educators’ and staff’s strengths.”

It is important that leaders thoughtfully plan for how to best support the well-being of educators. As educators’ social-emotional state improves, they will better be able to support the social-emotional well-being and learning needs of their students. Districts must account for the well-being of their educators and staff as they develop their reopening plans. While there are no anticipated required minimum standards for educator well-being, districts and schools should contemplate the considerations outlined below as they develop plans for reopening.

Considerations:

- *Provide time and space for individuals to process traumatic events, re-establish connections with each other, and receive support that promotes their healing.*
- *Prioritize educator self-care and wellness through the summer and at the start of the 2020-2021 school year.*
- *Support educators’ access to mental and behavioral resources and encourage them to utilize these services.*
- *Create opportunities for staff to regularly practice and reflect on their social and emotional competencies.*
- *Make deliberate efforts to communicate the importance of SEL and how it relates to student success in your school or district to students and families.*
- *Consider staffing needs that would be most appropriate in addressing the trauma and social and emotional well-being of your students as they return to school. Schools are encouraged to examine the flexibility of their available funds to hire qualified individuals that can support these needs.*

- *Facilitate opportunities for connection and reflection among students, families, and staff (i.e., virtual town-halls, small group online meetings, surveys, etc.). It is critical that districts make time for these conversations and ensure that students' voices are heard. These meetings may shed light on opportunities to highlight SEL strategies that were effective in supporting and engaging students in your school or district during the COVID-19 pandemic as well as areas where your school and district commits to improving.*

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Actions to consider prior to school opening:

- *Provide professional development to support educators':*
 - *Integration of SEL in their teaching, including the skills to foster positive learning environments and techniques for embedding SEL into instruction (in-person and remote and/or virtual instruction).*
 - *Understanding and utilization of trauma-informed practices.*
 - *Protocol for identifying and supporting students who may be experiencing social emotional, behavioral, and mental health challenges.*
 - *Be proactive in preparing access to mental health and trauma supports for adults and students, which may include establishing partnerships with outside entities and agencies.*
- *Establish systems that promote supportive staff-student relationships to ensure that all students have at least one caring staff member who checks in regularly with them and who their family is able to connect with for any needed support. In addition to in-school structures (i.e., mentors, advisory classes), schools may want to consider community partners who may be able to connect with students and families and supplement the services already being provided by the school.*
- *Planning should include the methods for continually conveying information on how to access both school and community support to students, staff, and families in all learning environments (in-person, hybrid, and virtual).*

Actions to consider once the school year begins:

- *Create opportunities for staff and students to regularly practice and reflect on their social and emotional competencies. Consider instructional strategies that best work for your school's context (i.e. community meetings, small group mentoring, brain breaks).*
- *Have careful conversations with staff and students to discuss the past, current, and future impacts of COVID-19 on themselves and the world around them.*
- *Conversations should take part in a safe space where participants demonstrate respect to each other. While deliberate efforts should be made to foster a trauma-sensitive environment, be mindful that these conversations may trigger emotional responses and can also lead to difficult discussions revolving around inequity.*

- *Topics you may consider include but are not limited to:*
 - *Potential increases in bullying behavior;*
 - *Grief, loss, and trauma;*
 - *Mental health and supportive behaviors;*
 - *Bias, prejudice, and stigma;*
 - *Preparedness, hope, and resilience; and*
 - *Fear and anxiety.*
- *Staff should be trained as necessary, and schools should be prepared to support both staff and students that may feel unnerved by these topics or conversations.*
- *Schools should be prepared to support an influx of students who may need counseling support.*

Consider the School Climate:

- *Prioritize the health and emotional well-being of staff and students above all else;*
- *Assess the school climate to identify vulnerabilities and plan to implement evidence-based strategies to address identified needs*
- *Plan to provide and sustain instruction on social norms, relationship building, and behavioral expectations beginning at the start of the school year.*

Utilizing the Strengths of Staff:

For school leaders:

- *Utilize newsletters, the school website, and/or social media to continually communicate with families and staff about the application and importance of SEL.*
- *Evaluate staff capacity and student needs when determining essential personnel for next school year.*
- *Facilitate and/or host opportunities for students, staff, and families to connect and reflect.*

For student support staff:

- *Provide school leaders and teachers with resources on SEL and trauma.*
- *Connect with students and families to provide any needed supports.*

For teachers:

- *Embed SEL skills and strategies in remote learning with students.*
- *Provide students with opportunities to connect with other students (within learning and socially).*
- *Be aware of any changes in student behavior and report concerns pursuant to district policy.*

Actions to consider a month before school opens:

For school leaders:

- *Evaluate school policies and protocols to ensure systems are in place to support students' social-emotional needs. Establish the vision of making sure all students have at least 1 caring staff member checking in on them.*
- *Prioritize needed professional development for staff.*
- *Collaborate with outside entities and agencies in order to establish partnerships to provide mental health and trauma supports to adults and students.*

For student support staff:

- *Provide professional development to colleagues on areas of expertise and attend professional development to obtain greater understanding.*
- *Support school leaders in establishing protocols for identifying and supporting students' social-emotional needs and provide training to school staff on utilizing protocols.*
- *Take on a leadership role in supporting student-staff relationships and connections.*
- *Support students and families with accessing school and community supports and develop materials to communicate these services.*

For teachers:

- *Attend professional development to enhance skills and share strategies you have found to be successful with colleagues.*
- *Continue to acquire resources/strategies which you may utilize to build strong, positive relationships in your class.*
- *Familiarize yourself with any resources shared by school leaders or counselors to support students' social-emotional needs in the school and community.*

Action to consider once the school year begins:

For school leaders:

- *Create opportunities for staff to regularly practice and reflect on their social and emotional competencies. Establish the expectation that all school staff should work to support students to do the same.*
- *Provide school staff with training and support on facilitating difficult conversations and then empower them to engage students in these dialogues.*
- *Ensure that systems are set-up to identify staff or students that may be struggling and best support their needs.*

For student support staff:

- *Utilize strategies to promote the continual development of staff and student social and emotional competencies.*
- *Provide support to teachers as they work to increase the social and emotional competencies of students.*
- *Support teachers in having difficult conversations with students and provide assistance to students as needed.*
- *Continually evaluate the systems to identify staff and student needs and make adjustments to best support the school community and individuals.*

For teachers:

- *Utilize instructional strategies to continually promote the development of students' social and emotional competencies.*
- *Facilitate difficult conversations with students.*
- *Apply the school's protocol for identifying students who may be struggling and implement strategies recommended by the school counselor or other professionals.*

In a survey sent to staff in early July, questions regarding the need for social or emotional support were included. If requested, staff that indicated a need for assistance were contacted by members of our child study team and/or guidance department. Members of the CST and Guidance Departments met frequently with the Director of Special Services and Supervisor of Guidance in order to form a Social Emotional Team to address both staff and student social emotional needs during the pandemic. This team has also helped to create a Crisis Response Team/Document to address the needs of our students. The Social Emotional Team will also assist our staff and students with the transition back to school, develop a positive climate and culture as well as build community in the schools.

Aspects of Social-Emotional learning will be integrated into various professional development sessions for this school year. In addition, training utilizing the Safe Schools curriculum will further assist staff in practicing their SEL competencies and abilities to integrate it into their everyday teaching. In addition, school climate surveys will be administered throughout the year to gauge staff satisfaction with how our district is enacting our school reopening plan and how satisfied they are with various aspects of the district in general.

Multi-Tiered Systems of Support (MTSS)

“MTSS is a systematic approach to prevention, intervention, and enrichment in grades PK-12 for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support. In partnership with leaders and educators from districts experienced with implementing MTSS the NJDOE identified universal screening, collaborative problem-solving teams, family engagement, and

data-based decision making as critical components for districts moving toward MTSS.” (New Jersey Department of Education, 2020)

Part of the re-entry process will be to determine the educational needs of all students post-virtual learning transition. Our district will continue to use a MTSS through our school based I & R S Teams, which consist of an array of staff members with parent input into the process. All district students will be assessed (universal screening) in the areas of Reading/ELA and Math at the start of the school year in order to determine if remediation in these areas is necessary.

The MTSS will consist of three tiers:

1. Tier One- whole class instruction by the teacher
2. Tier Two- small group instruction to address targeted skills by the basic skills teacher
3. Tier Three- individualized and intensive instruction by qualified staff members such as the reading specialist, BSI Teachers, CST members and/or Guidance Counselors

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. These include mental health support, primary health and dental care, family engagement, expanded before-school and afterschool and summer learning time, and mentoring programs.” (New Jersey Department of Education, 2020)

The Secaucus School District recognizes how important it is to educate the whole child, both inside and outside of the classroom setting. Therefore, we have developed a Social Emotional Team which meets regularly to discuss the needs of the staff and students. Lessons will be developed with the assistance of this team and students will practice these skills on Wednesday during our Virtual Learning Day. This day is set aside to help build classroom and school communities among students and staff. It will also help to address academic, behavioral and social emotional needs of our students as they transition back to school. If any student is going through a period of crisis, trauma, or need for emotional support, the district is here as a school community to help them through this difficult time. We have in-district resources to get students the help they need during this time. If parents have an urgent concern about the well-being of their child(ren), they should contact their healthcare professional. If parents have a general concern, they can email their child’s building Administrator and School Counselor so that they can connect with them directly to provide them with information and resources to support their needs.

Opportunities for help/support within the district include:

- Contacting a guidance counselor who can counsel you via phone call, Google Meet, email, etc.
- Contacting a school psychologist who can counsel you via phone call, Google Meet, email, etc.
- Contacting the Student Assistance Counselor who can counsel you via phone call, Google Meet, email, etc.

Health and dental screenings will also commence when the in-person school year begins. Nurses in each building will run the screenings in-person, unless a student would like to virtually participate during their virtual learning experience. All screenings will be conducted in conjunction through our partnership with Hudson Regional Hospital and the doctors therein.

Families will remain engaged in the instructional planning process through parent information sessions, various surveys, and emails sent out from the district. Parental feedback will be essential in planning for the remainder of the school year. In addition, partnerships between the town recreation program and the school district will continue to offer our students outside opportunities to participate in various sports and extracurricular activities, when allowed by state laws.

Students in grades K-2 will have the opportunity to participate in additional instruction for the first month of school through the CARES act funding for an extended-day reading program. This program will be voluntary for all students at that level and will alternate for students in both “A” and “B” groups. There are no school sponsored summer activities or programs planned, nor are there any extended day programs planned for the secondary students in the district.

The Secaucus School District will be investigating the start of student mentorship programs through existing extracurricular activities at all levels in the district.

Food Service and Distribution

“School meals are critical to student health and well-being, especially for low-income students, and the NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of New Jersey’s approximate 1.4 million students during all phases of school reopening. The Department is working with the Departments of Agriculture and Health to ensure that school district concerns related to food service are addressed as more guidance is made available.” (New Jersey Department of Education, 2020)

We will continue to offer our food services in September to students in need, be it whether they are in school or participating in virtual instruction. When students are in school, they will receive their prescribed meals, if they are eligible to get them. When they are participating in virtual instruction, students will be able to pick up their meals from the food distribution center set up at each school. More information on meals for students can be found [here](#).

Quality Child Care

“Child care will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families that otherwise would not utilize child care will now require it. The NJDOE encourages schools to involve child care providers in planning meetings, communicate the school’s modified schedule to local child care providers, and plan to transport students from school to child care facilities.”
Districts should consider the following steps in incorporating child care considerations into their reopening process:

- *Involve your contracted child care providers in your leadership and planning meetings.*
- *Communicate your school’s staggered or modified schedule to all licensed child care providers in your area, so they can plan accordingly, and make the list of providers available to families.*
- *Consider contacting your county’s Child Care Resource and Referral Agency for a list of licensed child care programs, including family daycare in your area. The NJDOE’s website provides contact information for Head Start Agencies.*
- *Plan for transportation from school to child care locations.*
- *Anticipate that children will need additional social emotional supports and coping strategies during drop-off and throughout the day, particularly children who are in an unfamiliar setting with new peers and new adults.*
- *Utilize or establish Employee Wellness programs to promote healthy lifestyles, particularly mental health, for staff.*
- *Partner with health care providers in the community to ensure families have access to health and wellness services to address and process trauma.*

(New Jersey Department of Education, 2020)

The Secaucus School District will continue to utilize the services of the town to provide us with before care and after care for the students who need it in our district, utilizing space in both elementary schools. While in our buildings, all staff and students will continue to abide by the rules and regulations regarding social distancing and the use of face coverings. Although some parents may desire transportation to or from other child care facilities in the town vicinity, the district is unable to provide that at this time.

Our Child Study Team will continue to provide both staff and families with links to support groups and offer coping strategies to those who need it, both virtually and safely in person. A number of county-sponsored services will also be made available on an as needed basis.

At all grade levels in the district, we will continue to offer wellness training and mental health support to our staff on an as needed basis. Results of future climate surveys will inform us of the need.

Leadership and Planning

In preparation for the planning phases of school reopenings, the district administration has developed a District Restart Committee, while each school building in the district has established a School Pandemic Response Team. The liaisons from the School teams are the school principals, who report to the district administration to share their data and meeting minutes. A tremendous amount of time and effort this summer has been devoted to actively participating in these teams, creating this plan in order to offer the best education possible to the students of the Secaucus School District while keeping them safe.

Scheduling

“Districts’ reopening plans must account for resuming in-person instruction in some capacity. 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 stakeholder input on the needs of all students and the realities of each unique district. School district policies for attendance and instructional time may require modifications for the 2020-2021 school year.” (New Jersey Department of Education, 2020)

The Secaucus School District will ensure that all students receive the state required 180 days of instruction during the 2020-21 school year through a combination of in-person and virtual instruction. The master schedules for all schools in the district were completed in early July, in order to begin the upload process for our online learning platforms. Working with Realtime, our student information system, we have adapted each schedule in the district to be split into three separate cohorts:

- Group “A” - All students with the last names A through L
- Group “B” - All students with the last names M through Z
- Group “C” - The students choosing to do virtual learning in lieu of in-person instruction

In response to preference in a parent survey sent out in early July, the district has determined that we will be running an AA-virtual-BB week for marking periods 1 and 3 at the secondary level and for the full year at the elementary level. In marking periods 2 and 4 at the secondary level, we will be following a BB-virtual-AA schedule, in order to ensure that equal time is given to all courses for all students, especially those with lab periods or extended time throughout the week.

Special Education students in LLD and MD classrooms at each grade level will be eligible to participate in in-person instruction during AA and BB sessions, four times during the school week. This will provide the students with the greatest educational needs with additional classroom instruction in small group settings. In addition, the master schedule at the middle and high school has incorporated a “0” period for students entering the building before 1st period. In person instruction will resume in September on a full-day schedule. Lunch periods at the secondary level will be spread out to both gymnasiums in the middle/high school and

students will be socially distanced in those facilities at all times. Elementary lunch periods will continue to be served in the lunch room/multipurpose room, with the use of student desks that are properly socially distanced. Students will be required to wear a face covering at all times while in the school building.

Virtual (Remote) Learning Schedule

“Scope and Expectations of Full Time Remote Learning: A student participating in the board’s full time remote learning option must be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in district programs (e.g. students participating in a hybrid model). This includes, for example, access to standards-based instruction of the same quality and rigor as that 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. Like in-person and hybrid programs, full time remote learning must adhere to length of school day requirements pursuant N.J.A.C. 6A:32-8.3, local attendance policies, and any other local policies governing delivery of services to, and district expectations of, students participating in remote programs and their families. For families/guardians requesting that a service transition from in-person or hybrid delivery to full time remote delivery, the district must clearly define any additional services, procedures, or expectations that will occur during the transition period. Districts should endeavor to provide supports and resources to assist families/guardians, particularly those of younger students, with meeting the expectations of the district’s remote learning option.” (New Jersey Department of Education, 2020)

Even though our Spring remote instruction occurred suddenly, the entire district responded to the need and were highly satisfied by how our students managed to continue instruction successfully through a worldwide pandemic. Our plan for virtual instruction in the fall follows many of the procedures that made our Spring instruction successful, while expanding the time spent in virtual classes, and “face time” that the students receive with their instructors throughout the school week. Through additional funding for technology, websites, apps, and updated training for teachers, we hope to further enhance our virtual instruction program for the students in our district. We are also ready to go to full virtual instruction as a district, if the need arises or if we are ordered to do so.

Those students opting for all virtual learning will be following virtual instruction for the entire week. All parents will be informed that their child/children are unconditionally eligible for a full remote learning schedule. Any student opting for virtual learning will be required to apply through an online application. Eligibility to return to in person instruction will be available through a similar application, in order to track which students will be physically in the building during that time and which students will require a complete virtual schedule. Every six (6) weeks, the student(s) can decide to return to in-person instruction or vice-versa. Parents will be asked to

complete their applications at least two weeks before the six week period of instruction is ending. This will prevent continual fluctuations in student numbers in our school buildings.

All students, regardless of their in-person or virtual status, will be receiving a full schedule of complete curricular courses, fulfilling their grade-level standards and fully preparing them for their subsequent courses. Despite the partial or full virtual instruction schedule that the student opts to take, all courses will be taught using certificated instructors and will cover all of the content that is included in the grade level or course curriculum documents, located on the sboe.org website. Each instructor will be teaching both virtual and in person for four days a week, devoting Wednesday to being a virtual day for all students.

Staffing

“Regardless of the environment, school districts should clearly communicate with teachers regarding expectations and support for student learning. School reopening plans 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. Staff roles will also have to expand to accommodate new health and safety regulations. Districts should consider leveraging staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules may also include designated time to support school building logistics required to maintain health and safety requirements.” (New Jersey Department of Education, 2020)

All staff employed by the Secaucus School District were sent a survey at the beginning of July to gauge their opinions about the return to school. Specifically, they were asked:

1. What is your role in the school district?
2. If you are a teacher, what grade level do you teach?
3. If you are a secondary teacher, what subject do you teach?
4. What school are you primarily associated with?
5. Do you or anyone in your household have health concerns that would prevent you from returning to in-person teaching/work in September of 2020?
6. If you answered "yes" to the above question, please describe your concern here.
7. When it comes to resuming school, how comfortable are you with in-person instruction (following social distance guidelines)?
8. When it comes to resuming school, how comfortable are you with a full day of virtual instruction?
9. What are your preferences in different instructional models for hybrid learning?
 - a. Alternate days between in person learning and virtual instruction
 - b. Alternating weeks between in person instruction and virtual learning
10. What is/are your greatest concerns with returning to work in the Fall?

- a. Proper disinfection/sanitization of school buildings
- b. Availability of appropriate PPE and/or sanitizer
- c. In-person interactions (proper social distancing)
- d. Visitors/Vendors
- e. Classroom setup with social distancing measures in place
- f. Extracurricular activities
- g. Performances/Gatherings
- h. Other...

11. What will make you feel more comfortable returning to work?

- a. Witnessing the proper disinfection/sanitization of school buildings
- b. Availability of appropriate PPE and/or sanitizer
- c. Monitoring of all entering (temperature/symptoms check)
- d. Maintaining 6 ft social distancing throughout the day
- e. Knowing all public health recommendations are being followed
- f. Keeping the building closed to the public
- g. Knowing that all points of entry/exit are being monitored
- h. Nothing will make me comfortable
- i. Other...

12. Please help us better understand your social emotional well being so we can better support you when school resumes. How concerned are you about your social/emotional well being?

- a. Not concerned
- b. Somewhat concerned
- c. Concerned
- d. Very Concerned
- e. Extremely concerned

13. Would you like to talk privately with a counselor or another adult trained in social/emotional well being on our staff?

- a. Yes
- b. No

14. If you answered "yes", please fill in your first and last name, as well as your email in the space below

15. What has been the most effective method of communication from our offices?

- a. Phone calls
- b. Emails
- c. District/School Websites
- d. Social media postings

16. Please indicate the types of training you feel would help make the return to school in September successful for you.

The results of this survey indicated mixed emotions regarding the return to in-person instruction. This is the first part in getting the input of the staff regarding the potential reopening process for the fall of 2020. We will continue to maintain correspondence with all district staff throughout the remainder of the summer and will plan comprehensive professional development for the beginning of the school year.

New staff will continue to participate in a comprehensive training program to assist them in navigating their first year as educators. This program will span the course of the year and answer any outstanding questions/issues new teachers may have. An updated mentoring program has been written to navigate provisional teachers who need mentoring over the course of the year, giving specific instructions on what is needed.

The district will consider reconvening the District Evaluation Advisory Committee (DEAC committee) to provide us with input on the evaluation process during the school year. Feedback from this committee will assist us in determining a mutually favorable evaluation schedule going forward.

Athletics

“The New Jersey State Interscholastic Athletic Association (NJSIAA) has established a COVID-19 Medical Advisory Task Force (MATF) responsible for providing guidance to allow New Jersey high school student-athletes to return to athletics as soon and as safely as possible. The NJSIAA is also convening a Sports Advisory Task Force that will be comprised of athletic directors from across the State and that will be charged with reviewing State and local health guidelines, as well as NJDOE guidance, regarding the 2020-2021 school year to determine, among other things, the extent to which changes may be needed for each interscholastic sports season.” (New Jersey Department of Education, 2020)

The Director of Athletics for the Secaucus School District has been actively involved in the county and state discussions regarding resuming sports for the 2020-2021 school year. We will comply with requirements regarding sports participation, taking a conservative, non-inclusive route regarding summer participation in various sports tournaments. Discussions regarding fall participation in sporting events and practices will be discussed by the Director of Athletics at board meetings and education committee meetings in August, and decisions will be made later that month.

When practices commence, each student will be pre-screened for COVID symptoms, which includes a temperature and symptom check. Contact will be minimized as much as possible.

Policy and Funding

Purchasing

“School districts will likely need to purchase items not needed in the past (e.g., personal protective equipment or cleaning supplies) and experience increased demand for previously purchased goods and services. Districts collaborate to create new arrangements that will allow them to purchase items at a lower cost by either purchasing through an established State contract or through a cooperative purchasing consortium.” (New Jersey Department of Education, 2020)

A significant amount of funding from the CARES act, in addition to shifted funds from the general maintenance account will be used to purchase additional cleaning supplies for the increased frequency of cleaning that has and will be occurring this year, in addition to appropriate personal protective equipment for both staff and students. All purchases will be made using approved vendors and through Ed Data, when possible, to provide us with competitive bid pricing on all purchases. We will also work closely with the purchasing department of the town through shared services to receive competitive pricing on other purchases, whenever possible.

Use of Reserve Accounts, Transfers, and Cashflow

“To the greatest extent possible, districts should consider making expenditures from various accounts or over budget line items to meet unanticipated costs and to manage their cash flow. School districts may be able to use funds on deposit in their emergency reserve accounts to finance unanticipated expenses that arise as a result of the COVID-19 pandemic. A school district would need the Commissioner’s approval to make a withdrawal from this account. Additionally, districts should be mindful that certain budget actions require the Commissioner’s approval. These requirements are statutory and cannot be waived by the NJDOE, and districts should not presume that such approval will be automatic.” (New Jersey Department of Education, 2020)

The State of New Jersey has authorized the use of the maintenance reserve account for the purchase of additional materials needed for the extra deep cleaning, sanitization, and disinfecting that is necessary during this time. In addition, through CARES act funding, we are able to buy some of the necessary materials to ensure proper budgeting throughout the course of the year. If the need for additional funding is required, the business administrator will discuss our need with the superintendent and a board discussion will ensue before contact with the Commissioner for approval of withdrawal.

Costs and Contracting

“All school districts are strongly encouraged to participate in the federal E-rate program, which provides schools and libraries with funding support for high-speed broadband connectivity and internal connections equipment. The NJDOE also encourages districts to use cooperative contracts available from the State of New Jersey, New Jersey School Boards Association, County Cooperative Contracts, and County Educational Services Commissions to procure technology and connectivity services.” (New Jersey Department of Education, 2020)

Whenever possible, purchases will be made using competitive bids or by utilizing the discounts offered by the federal E-rate program. The Supervisor of Educational Technology will be responsible for obtaining the proper quotes and purchase orders through Systems 3000, maximizing his budget throughout this process using the proper aforementioned cost-saving measures. He will work closely with the Business Administrator to achieve these goals. We will also work closely with the purchasing department of the town through shared services to receive competitive pricing on other purchases, whenever possible.

Continuity of Learning

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

“Districts must continue to meet their obligations to students with disabilities to the greatest extent possible. Specific strategies and considerations for students with disabilities must be critical points of discussion for every return-to-school scenario. The NJDOE will continue to update school districts and receive schools with any additional guidance from the United States Department of Education (USDE) on implementation of the Individuals with Disabilities Education Act (IDEA).” (New Jersey Department of Education, 2020)

Students who are eligible for Special Education and Related Services will be accommodated to the greatest extent possible at this time. In some cases, with multiple disabled and LLD classes, students will be attending school during all AA and BB sessions, four days during the school week. The Director of Special Services and Case Managers will be in close contact with parents and students regarding their current and future educational needs. Decisions regarding our special education students will be made as an IEP team with the input from the teachers and parents.

To the greatest extent possible students eligible for related services such as Occupational and Physical Therapies will be delivered in person when it is deemed safe and appropriate.

Students who attend Out of District Placements in order to receive FAPE in the Least Restrictive Environment will follow the programs designated by these schools. The Director of Special Services and Case Managers will be in constant contact with these schools and will also keep copies of their Re-Entry/Distance Learning Plans on file.

Technology and Connectivity

“Each school district should strive to ensure that every student has access to a device and internet connectivity. Districts should prioritize the provision of technology, or, alternatively, in-person instruction, to students that are otherwise without access and should include in their reopening plan the steps taken to address the technology need and how it will be resolved as soon as possible.” (New Jersey Department of Education, 2020)

Through CARES act funding, our Supervisor of Educational Technology has devised a multi-step plan for ensuring that every staff member and student are fully equipped to educate and be educated in this new world environment with equitable technology for all. Additional web based applications and extensions will be purchased for use in the Fall of 2020, in addition to more modern and powerful technology for instructional

staff. All areas of the district, including the Board Office, will be streamlined with powerful WIFI technology in order for in-person instruction to occur seamlessly. As we did at the beginning of this pandemic, IT will survey all staff and students to determine a need for devices or internet access before the beginning of the school year. Currently, a majority, if not all of our district is fully functioning virtually, in case a future need arises. Students who opt to receive virtual instruction in the fall will participate in live classes with their instructors via Google Meet and/or Screencastify, simultaneously with students experiencing in-person instruction in the classroom. Our learning management system will continue to be Google Classroom for all instructors. Teachers will be trained in these teaching methods before school begins, ensuring that instruction commences in the fall without major issues.

Curriculum, Instruction, and Assessments

“In planning curriculum, instruction, and assessment for reopening, districts must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS). The NJDOE encourages districts to develop plans that are innovative, cultivate a clear sense of shared purpose and goals, encourage collaboration among educators, and foster an effective partnership approach with students’ family members and caregivers.” (New Jersey Department of Education, 2020)

After months of planning by administration and our designated planning teams, we’ve decided that a hybrid learning plan for our students would work best for the population of students in our district. We believe that we will be able to educate the students of the district on their respective New Jersey Students Learning Standards effectively using this method, while ensuring their safety and the safety of the faculty and staff. Being fully equipped to transition to full virtual instruction if needed, we have the technology competence in addition to the space to provide a quality education to our students using these methods.

Due to the sudden Spring transition to distance learning and disruption in our instructional routines, the Secaucus School District will assess all students at each grade level for the fall of 2020. This will assist in gauging whether a learning gap developed over the Spring due to an absence of in-person instruction. Various benchmark assessments in each major subject covering the respective New Jersey Learning Standards will be administered to students in early September. In addition, assessments developed by our assessment providers, such as Reading A to Z, Dibbles, and Renaissance will assist in determining proficiency in language arts and mathematics at the elementary level. The results of these assessments will be used to determine how instruction will progress in the upcoming year, providing each student with a personalized learning plan, if needed. Consistent feedback from staff, parents, and students will assist us further in planning educational courses for the students in our district. Additional assessments may be administered throughout the course of the year in the form of formative and summative assessments.

Professional Learning

“It is imperative that districts provide professional learning that will better equip leaders, staff, substitutes, students, and parents/caregivers to adapt to altered educational environments and experiences. Among the most critical focus areas are training to address the learning loss for the most vulnerable populations (students with disabilities, English language learners, students without proper technology or internet access, etc.), and preparing and supporting educators in meeting the social emotional, health, and academic needs of all students.”

In addition to the mandated professional development that districts are required to provide their staff, we will be offering both mandated and voluntary technology training to our instructional staff in the beginning and throughout the school year, as needed. Through a survey administered in the early summer, our staff has provided us with an idea of their PD needs. We will be structuring a schedule of training during the first and second week of September focusing on hybrid learning techniques. We will explore the possibility of moving a PD day that was scheduled for January to the first week of September to expand our available time for administering relevant PD to staff before the beginning of the school year (pending SEA agreement). In addition, we also will administer hygiene training for staff as a part of our yearly professional development plan.

Career and Technical Education (CTE)

“CTE programs and the postsecondary credentials and opportunities they offer serve as key momentum points for individuals on a path to economic opportunity, especially those from underserved communities. Maintaining these opportunities is vital for students, families, communities, and the State. 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.”

This section is not applicable to the Secaucus School District since we do not currently offer any CTE programs.

Works Cited

New Jersey Department of Education (June 2020) *The Road Back: Restart and Recovery Plan for Education*.
<https://www.nj.gov/education/reopening/NJDOETheRoadBack.pdf>

Centers for Disease Control and Prevention (June 2020) - *Considerations for Schools*.
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

Appendix

Custodial Sanitation Checklists

Cafeteria Disinfection Logs

Enhanced Disinfecting									
Cafeteria Disinfection Log									
Building:									
Date:									
	Doors	Table Tops	Seats	Sinks	Dispensers	Trash cans	Trays	Plexi Barriers	Other
Time:									
Time:									
Time:									
Time:									
Time:									
Time:									
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Enhanced Disinfecting Procedures

According to the NJ Restart and Recovery Plan for Education:

“Facilities Cleaning Practices – School districts must continue to adhere to existing required facilities cleaning

practices and procedures, and any new specific requirements of the local health department as they arise.

School districts must also develop a schedule for increased routine cleaning and disinfecting, especially of

frequently touched surfaces and objects, and sanitize bathrooms daily and between use as much as possible”

(New Jersey Department of Education, 2020)

Cleaning Vs. Disinfecting

- Cleaning removes soils and is usually done with soap and water.
- Disinfecting kills germs when the chemical product is used as directed on the EPA approved label
- Any product to be used for COVID-19 must be on List N from the EPA found here:
 - <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>
- The products we will be using that are on EPA List N are:
 - Peroxy HDOX
 - Husky 814 Q/T

PPE When Cleaning & Disinfecting

- To increase safety for our cleaning staff they will be provided with face masks, disposable gloves, and face shields. Face masks and disposable gloves should be discarded daily, and face shields should be cleaned and disinfected daily.

Daily Cleaning and Disinfecting

Some frequently touched surfaces will be cleaned and disinfected multiple times daily while others will be

done at least once per day depending on circumstance and accessibility. Below is a list of many frequently touched surfaces.

The following colors indicate minimum frequency:

Between every use when possible - many times daily – at least daily

- Classroom desks and chairs
- Lunchroom tables and chairs
- Playground equipment
- Handles on equipment (e.g., athletic equipment)
- Toys
- Shared remote controls
- Shared telephones
- Shared desktops
- Shared computer keyboards and mice
- Bus seats, handrails, windows
- Doorknobs, handles, push bars, and frequently touched areas around these points
- Stair rails
- Countertops
- Handrails
- Kitchen equipment
- Light switches
- Pushbuttons on vending machines and elevators
- Toilet seats & handles
- Paper & soap dispensers
- Sinks
- Water coolers
- Face shields
- Plexiglass barriers
- Walls
- Any touch points not listed will be cleaned and disinfected as many times as possible based on accessibility

Note: Electronic devices are difficult to clean and disinfect. Electronics will be wiped down with a microfiber cloth pretreated with the disinfectant Husky 814Q/T. Shared computers will have signs posted instructing proper hand hygiene before and after use. In addition, it is not necessary to routinely apply

disinfectants to surfaces that are not high-touch or high-risk (e.g., floors, windows, tops of filing cabinets). Soft surfaces such as carpets, rugs, and drapes can be cleaned using soap and water or a cleaner appropriate for the material.

building-facility.html

NJ Reopening Guidelines:

<https://www.nj.gov/education/reopening/NJDOETheRoadBack.pdf>

Note: These procedures may be updated as new information becomes available.

This document applies only to cleaning and disinfecting and is not meant to advise on standards for

Proper Disinfection

- Any gross soil on a surface will be precleaned before disinfectant is applied
- All disinfectants registered with the EPA require a dwell time. Proper dwell times will be allowed for all
- applications of disinfectant.
 - Peroxy HDOX Red Dilution: 5 Minutes
 - Husky 814 Q/T: 3 Minutes
- After proper dwell time, surfaces will be wiped off with a clean cloth to remove chemical residues
- Proper PPE will be worn by cleaning staff while disinfecting surfaces

Application

The following tools will be used for proper application of disinfectant:

- EDIC Counter Strike Misting Unit: https://youtu.be/daYM8d_zyd4
- Victory Electrostatic sprayers, see more here: <https://youtu.be/TOhXaBHT3Ho>
- Spray bottles
- Pump sprayers
- Presoaked microfiber cloths

Color Coding & Microfiber

Microfiber cleaning tools are more effective at removing soils from surfaces than traditional cleaning tools.

Microfiber tools can be color coded to reduce the chance of cross contamination. 1 set of cloths will be used

for each room to help prevent the spread of soils.

- Red cloths for high contamination areas like bathrooms
- Blue cloths for other areas like classrooms
- Red mops for contaminated areas like bathrooms
- Blue mops for other areas like classrooms
- The use of HEPA rated vacuums and microfiber dusting tools will be implemented to reduce the level of airborne allergens and dust.

Weekly Deep Cleaning • Deep cleaning all restroom surfaces with the use of EDIC CR2 with top down no touch approach. You can see more about the process here: <https://youtu.be/XjqFM27yxlQ>

A weekly mass disinfection with EDIC Counter Strike & Victory Electrostatic sprayers.

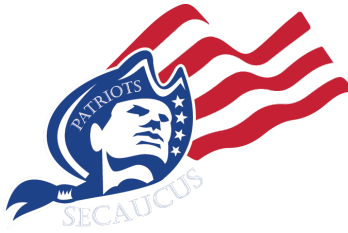
When a Student or Staff Member Becomes Ill:

CDC guidelines will be followed including

- Isolate the person in a separate room while they wait to be picked up or until they can leave the facility on their own. Ensure that they have hygiene supplies available, including a face covering / face shield, facial tissues, and alcohol-based hand sanitizer.
- Remind staff who are monitoring the student or staff member with symptoms to wear a face mask and practice social distancing.
- Close off the space used for isolation after the ill person leaves and wait 24 hours before cleaning and disinfecting. Open outside doors and windows and use ventilating fans to increase air circulation in the area.
- Wear all appropriate PPE when cleaning and wash hands after removing gloves.
- Clean and disinfect all areas used by the person who is sick, such as high-touch surfaces, and items they have touched (e.g., individual desk, cot, recently used toys, shared equipment).
- Open the space for use after proper cleaning and disinfecting.

For more information about cleaning for COVID-19 please visit:

[https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-buildingfacility.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprepare%2Fdisinfecting-education, transportation, or medical staff.](https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-buildingfacility.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprepare%2Fdisinfecting-education,transportation,or%2Fmedical%2Fstaff)



**Secaucus Public Schools
COVID-19 Questionnaire for Staff and Students**

Date: _____ Time: _____

Student/Staff Member's Name: _____

Temperature taken with normal reading? YES NO

1. Is anyone in your immediate household currently sick? YES NO
2. Has anyone in your household had symptoms consistent with COVID-19 in the past TWO (2) weeks?
(Circle all that are applicable)
 - a. Cough
 - b. Shortness of breath or difficulty breathing
 - c. Fever
 - d. Chills
 - e. Muscle pain
 - f. Sore throat
 - g. Loss of taste and/or smell
 - h. Nausea
 - i. Vomiting
 - j. Diarrhea

(IF ANY SYMPTOMS ARE CIRCLED, EXIT THE PREMISES IMMEDIATELY.)

3. Has anyone in your household been asked to isolate or quarantine him/herself as a precautionary measure in the past two weeks? YES NO

(IF YES, EXIT THE PREMISES IMMEDIATELY.)

4. Has anyone in your household traveled to any of the high risk states in the past 14 days? YES NO

Board Policies Related to COVID-19

**These board policies have not yet been adopted. Both policies will be adopted in early fall of 2020.*

1648 RESTART AND RECOVERY PLAN (M)*

[See POLICY ALERT No. 221]

M

On June 26, 2020, the New Jersey Department of Education (NJDOE) published “The Road Back - Restart and Recovery Plan for Education” (Guidance), a guidance document for reopening New Jersey schools during the COVID-19 pandemic. The Guidance provided school officials with the information necessary to ensure that schools reopen safely and are prepared to accommodate staff and students’ unique needs during these unprecedented times. The NJDOE required school districts in the State to develop, in collaboration with community stakeholders, a “Restart and Recovery Plan” (Plan) to reopen schools that best fits the district’s local needs.

The Guidance requires the Board of Education to adopt certain policies and the Board adopts Policy 1648 to address those policy requirements in the Guidance. Policy 1648 shall only be effective through the current COVID-19 pandemic and will take precedence over any existing Policy on the same or similar subject, unless determined otherwise by the Superintendent.

A. NJDOE Guidance – Key Subject Area 1 – Conditions for Learning

1. Transportation

a. If the school district is providing transportation services on a district-owned school bus, but is unable to maintain social distancing, a face covering must be worn upon entering the school bus by all students who are able to do so in accordance with A.2.c. below.

(1) Accommodations for students who are unable to wear a face covering should be addressed according to that student’s particular need and in accordance with all applicable laws and regulations.

b. The school district shall use best practices for cleaning and disinfecting district-owned school buses and other transportation vehicles in accordance with A.3. below.

c. District-employed school bus drivers and aides on district-owned school buses shall practice all safety actions and protocols as indicated for other school staff.

d. If the school district is using contracted transportation services, the contractor shall ensure all Board of Education safety actions and protocols are followed by the contractor and its employees and/or its agents.

[See Policy Guide 1648 – Appendix C for the protocols/procedures for “Transportation” which is also included in the school district’s Restart and Recovery Plan.]

2. Screening, Personal Protective Equipment (PPE), and Response to Students and Staff Presenting Symptoms

a. The school district shall screen students and employees upon arrival to a school building or work location for COVID-19 symptoms and a history of exposure.

(1) School staff must visually check students and employees for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.

(2) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.

(3) Results must be documented when signs/symptoms of COVID-19 are observed.

(4) The screening protocol will take into account students and employees with disabilities and accommodations that may be needed in the screening process for those students and employees.

(5) Students and employees with symptoms related to COVID-19 must be safely and respectfully isolated from others.

(6) If the school district becomes aware that an individual who has spent time in a school district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

b. 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.

(1) 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.

c. 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.

(1) Accommodations 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.

d. Exceptions to the Requirement for Face Coverings

(1) Doing so would inhibit the individual's health.

(2) The individual is in extreme heat outdoors.

(3) The individual is in water.

(4) A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of a face covering.

(5) The student is under the age of two and could risk suffocation.

[See Policy Guide 1648 – Appendix E for the protocols/procedures for “Screening, PPE, and Response to Students and Staff Presenting Symptoms” which is also included in the school district’s Restart and Recovery Plan.]

3. Facilities Cleaning Practices

a. The school district 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.

b. A procedure manual must be developed to establish cleaning and disinfecting schedules for schools and school equipment, targeted areas to be cleaned, and methods and materials to be used.

[See Policy Guide 1648 – Appendix G for the protocols/procedures for – “Facilities Cleaning Practices” which is also included in the school district’s Restart and Recovery Plan.]

4. Wraparound Supports

a. Mental Health Supports

The school district’s approach to student mental health supports will be affected by the learning environment in place at the beginning of the school year. If in-person instruction is not feasible, the district must find other ways to assess and monitor students’ mental health.

[See Policy Guide 1648 – Appendix K for the protocols/procedures for “Academic, Social, and Behavioral Supports” which is also included in the school district’s Restart and Recovery Plan.]

5. Contact Tracing

a. Upon notification that a resident has tested positive for COVID-19, the local health department will call the school district to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least ten minutes.

b. The school district shall assist the local health department in conducting contact tracing activities, including ongoing communication with the identified individual and/or their contacts.

c. The school district shall ensure adequate information and training is provided to the staff as necessary to enable staff to carry out responsibilities assigned to them.

d. A staff liaison(s) shall be designated by the Superintendent or designee and shall be responsible for providing notifications and carrying out other components that could help ensure notifications are carried out in a prompt and responsible manner.

e. School districts shall allow staff, students, and families to self-report symptoms and/or suspected exposure.

[See Policy Guide 1648 – Appendix F for the protocols/procedures for “Contact Tracing” which is also included in the school district’s Restart and Recovery Plan.]

B. NJDOE Guidance – Key Subject Area 2 – Leadership and Planning

1. Scheduling

a. The school district’s Plan must account for resuming in-person instruction and shall provide steps to shift back to virtual learning models if circumstances change and in-person instruction guidelines can no longer be followed.

b. The school district’s Plan accommodates opportunities for both synchronous and asynchronous instruction, while ensuring requirements for a 180-day school year are met.

c. The school district recognizes special populations will require unique considerations to ensure the continuity of learning as well as the health and safety of students and staff within the least restrictive environment.

(1) Special Education and English Language Learners (ELL)

(a) The school district shall provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats in accordance with this Policy.

(b) The school district shall continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

[See Policy Guide 1648 – Appendix N for the protocols/procedures for “Scheduling of Students” which is also included in the school district’s Restart and Recovery Plan.]

2. Staffing

a. The school district shall comply with all applicable employment laws when making staffing and scheduling requirements, including, but not limited to, the Americans Disabilities Act (ADA), the Health Insurance Portability and Accountability Act (HIPPA), and all applicable State laws.

b. As the school district adjusts schedules, teaching staff members must maintain quality instruction for students pursuant to the minimum requirements set forth in NJDOE regulation.

[See Policy Guide 1648 – Appendix O for the protocols/procedures for “Staffing” which is also included in the school district’s Restart and Recovery Plan.]

C. NJDOE Guidance – Key Subject Area 3 – Policy and Funding

1. School Funding

a. 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.

b. 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 account or making transfers that cumulatively exceed ten percent of the amount originally budgeted.

c. Costs and Contracting

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

D. NJDOE Guidance – Key Subject Area 4 – Continuity of Learning

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

a. The school district shall continue to meet their obligations to students with disabilities to the greatest extent possible.

2. Professional Learning

a. The school district shall prepare and support teaching staff members in meeting the social, emotional, health, and academic needs of all students throughout the implementation of the Plan.

(1) Professional Learning

(a) The school district shall grow each teaching staff member’s professional capacity to deliver developmentally appropriate standards-based instruction remotely.

(2) Mentoring and Induction

(a) The school district shall ensure:

(i) All novice provisional teachers new to the district be provided induction;

(ii) One-to-one mentoring is provided to novice provisional teachers by qualified mentors;

(iii) Mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment;

(iv) Mentoring is provided in both hybrid and fully remote learning environments and that mentors and provisional teachers will agree upon scheduling, structure, and communication strategies they will use to maintain the mentoring experience; and

(v) The use of online collaborative tools for school staff to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

(3) Evaluation

(a) The school district has considered the requirements and best practices with provisional status teachers, nontenured educators, and those on Corrective Action Plans (including extra observations, extra observers, assuring more frequent feedback and face-to-face).

3. Career and Technical Education (CTE)

a. The school district shall implement innovative learning models for new learning environments regarding CTE.

b. Quality CTE Programs

The school district shall ensure students have access to appropriate industry-recognized, high-value credentials.

c. Work-Based Learning

The school district will ensure students are provided the opportunity to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person.

New Jersey Department of Education “The Road Back – Restart and Recovery Plan for Education”

Adopted:

Appendices

The school district must attach Appendices C, E, F, G, K, N, and O from the district’s Restart and Recovery Plan here as required by this Policy 1648.

1649 FEDERAL FAMILIES FIRST CORONAVIRUS (COVID-19) RESPONSE ACT (M)

[See POLICY ALERT No. 220]

M

The Federal Families First Coronavirus (COVID-19) Response Act (FFCRA) includes the Emergency Family and Medical Leave Expansion Act (EFMLEA) and the Emergency Paid Sick Leave Act (EPSLA). The EFMLEA expands the Federal Family and Medical Leave Act (FMLA) and the EPSLA provides employees with paid sick leave for specified reasons related to COVID-19.

The provisions of the FFCRA shall apply from April 1, 2020 through December 31, 2020.

A. Emergency Family and Medical Leave Expansion Act (EFMLEA)

1. Definitions - For the purposes of the EFMLEA:

- a. “Eligible employee” means an employee who has been employed for at least thirty calendar days by the employer with respect to whom leave is requested.
- b. “Employer” means any employer with fewer than five hundred employees.
- c. “Qualifying need related to a public health emergency” means with respect to leave, the employee is unable to work (or telework) due to a need for leave to care for the son or daughter under eighteen years of age of such employee if the school or place of care has been closed, or the child care provider of such son or daughter is unavailable, due to a public health emergency.
- d. “Public Health Emergency” means an emergency with respect to COVID–19 declared by a Federal, State, or local authority.
- e. “Child care provider” means a provider who receives compensation for providing child care services on a regular basis, including an ‘eligible child care provider’ (as defined in section 658P of the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858n)).
- f. “School” means an ‘elementary school’ or ‘secondary school’ as such terms are defined in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

2. Relationship to Paid EFMLEA Leave

The FFCRA includes the Emergency Family and Medical Leave Expansion Act (EFMLEA) that amended the Federal Family and Medical Leave Act of 1993 (29 U.S.C. 2611 et seq. to provide leave to an eligible employee because of a qualifying need related to a public health emergency with respect to COVID-19 - (U.S.C. 2612(a)(1)(F)).

a. Leave for Initial Ten Days

(1) The first ten days of this FMLA leave for an eligible employee shall be

[Select One Option - ___unpaid ___paid.]

(2) If the first ten days of this FMLA leave are unpaid, an employee may elect to substitute any accrued vacation leave, personal leave, or emergency paid sick leave provided by the EPSLA for the initial ten days under the EFMLEA in accordance with 29 U.S.C. 2612(d)(2)(B).

(3) An employee may not use sick leave under N.J.S.A. 18A:30-1 for a qualifying need related to a public health emergency. However, an employee receiving sick leave under the provisions of N.J.S.A. 18A:30-1 may only use sick leave because of personal disability due to illness or injury, or because the employee has been excluded from school by the school district's medical authorities on account of contagious disease or of being quarantined for such a disease in his or her immediate household.

b. Paid Leave for Subsequent Days

(1) An employer shall provide paid leave for each day of leave under the EFMLEA that an employee takes after taking such leave for ten days.

(2) The paid leave for an employee shall be calculated based on:

(a) An amount that is not less than two-thirds of an employee's regular rate of pay (as determined under section 7(e) of the Fair Labor Standards Act of 1938 (29 U.S.C. 207(e)); and

(b) The number of hours the employee would otherwise be normally scheduled to work (or the number of hours calculated under A.2.(b)(4) below).

(3) In no event shall such paid leave exceed \$200.00 per day and \$10,000.00 in the aggregate.

(4) Varying Schedule Hours Calculation – In the case of an employee whose schedule varies from week to week to such an extent that an employer is unable

to determine with certainty the number of hours the employee would have worked if such employee had not taken leave under the EFMLEA, the employer shall use the following in place of such number:

- (a) Subject to A.2.b.(4)(b) below, a number equal to the average number of hours that the employee was scheduled per day over the six-month period ending on the date on which the employee takes such leave, including hours for which the employee took leave of any type.
- (b) If the employee did not work over such a period, the reasonable expectation of the employee at the time of hiring of the average number of hours per day that the employee would normally be scheduled to work.

c. Employee Notice to Employer

- (1) In any case where the necessity for leave under the EFMLEA for the purpose of a qualifying need related to a public health emergency is foreseeable, an employee shall provide the employer with such notice of leave as is practicable.
 - (a) A request for such leave that is foreseeable shall be submitted to the superintendent or designee prior to commencing the leave.
 - (b) A need for such leave that is not foreseeable shall be submitted to the superintendent or designee within one business day of the first day of the leave being taken by the employee.
 - (c) The employee shall provide to the superintendent or designee the name of the employee's child, the name of the school, place of care, or child care provider that has closed or become unavailable, and a statement that no other suitable person is available to care for the child.

d. Restoration to Position

- (1) The employee shall be restored to the same or equivalent position held by the employee when the leave commenced pursuant to 29 CFR 825.214. The requirement to restore the employee to the same or equivalent position held when the leave commenced does not apply to an employer who employs fewer than twenty-five employees if all four of the following conditions are met:
 - (a) The employee takes leave under the EFMLEA.
 - (b) The position held by the employee when the leave commenced does not exist due to economic conditions or other changes in operating conditions of the employer:
 - i. That affect employment; and

ii. Are caused by a public health emergency during the period of leave.

(c) The employer makes reasonable efforts to restore the employee to a position equivalent to the position the employee held when the leave commenced with equivalent employment benefits, pay, and other terms and conditions of employment.

(d) If the reasonable efforts of the employer under A.2.d.(1)(c) above fail, the employer makes reasonable efforts during the period described in A.2.d.(2) below to contact the employee if an equivalent position described in A.2.d.(1)(c) above becomes available.

(2) Contact Period

(a) The period described under A.2.d. above is the one-year period beginning on the earlier of:

i. The date on which the qualifying need related to a public health emergency concludes; or

ii. The date that is twelve weeks after the date on which the employee's leave under the EFMLEA commences.

B. Emergency Paid Sick Leave Act (EPSLA)

The FFCRA includes the EPSLA, which provides paid sick time to an employee to the extent the employee is unable to work or (telework) due to a need related to COVID-19. The paid sick time provided by the EPSLA and outlined in B.1. below cannot be taken with any other paid leave time provided by the employer.

1. Definitions

a. For purposes of the EPSLA and this Policy:

(1) "Employee" means an individual who is employed by a private employer with fewer than five hundred employees and public employers with at least one employee.

(2) "Employer" means a private person or entity that employs fewer than five hundred employees and public employers that employ at least one employee.

(a) "Covered employer" includes any person engaged in commerce or in any industry or activity affecting commerce that:

- i. In the case of a private entity or individual, employs fewer than five hundred employees; and
- ii. In the case of a public agency or any other entity that is not a private entity or individual, employs one or more employees.

(b) “Covered employer” also includes:

- i. Any person acting directly or indirectly in the interest of an employer in relation to an employee (within the meaning of such phrase in section 3(d) of the Fair Labor Standards Act of 1938 (29 U.S.C. 203(d)); and
- ii. Any successor in interest of an employer; and any “public agency”, as defined in section 3(x) of the Fair Labor Standards Act of 1938 (29 U.S.C. 203(x)).

(c) “Covered employer” also includes any “public agency” as defined in section 3(x) of the Fair Labor Standards Act of 1938 (29 U.S.C. 203(x)).

(3) “Employ” and “State” have the meanings given such terms in section 3 of the Fair Labor Standards Act of 1938 (29 U.S.C. 203).

(4) “Health care provider” and “son or daughter” have the meanings given such terms in section 101 of the Family and Medical Leave Act of 1993 (29 U.S.C. 2611).

(5) “Paid sick time” means an increment of compensated leave that:

(a) Is provided by an employer for use during an absence from employment for a reason described in any paragraph of B.2.a. below; and

(b) Is calculated based on the employee’s required compensation under B.1.a.(6) below and the number of hours the employee would otherwise be normally scheduled to work (or the number of hours calculated under (B.1.a.(7) below), except that in no event shall such paid sick time exceed:

i. \$511.00 per day and \$5,110.00 in the aggregate for a use described in B.2.a.(1), (2), or (3) below; and

ii. \$200.00 per day and \$2,000.00 in the aggregate for a use described in B.2.a.(4), (5), or (6) below.

(6) “Required Compensation” subject to B.1.a.(5)(b) above, the employee’s “required compensation” shall be not less than the greater of the following:

(a) The employee’s regular rate of pay (as determined under section 7(e) of the Fair Labor Standards Act of 1938 (29 U.S.C. 207(e)).

(b) The minimum wage rate in effect under section 6(a)(1) of the Fair Labor Standards Act of 1938 (29 U.S.C. 206(a)(1)).

(c) The minimum wage rate in effect for such employee in the applicable State or locality, whichever is greater, in which the employee is employed.

Subject to B.1.a.(5)(b)above, with respect to any paid sick time provided for any use described in B.2.a.(4), (5), or (6) below, the employee’s required compensation shall be two-thirds of the amount described in B.1.a.(6) above.

(7) “Varying Schedule Hours Calculation” means in the case of a part-time employee described in B.3.b.(2)below whose schedule varies from week to week to such an extent that an employer is unable to determine with certainty the number of hours the employee would have worked if such employee had not taken paid sick time under B.2.a. below, the employer shall use the following in place of such number:

(a) Subject to clause B.1.a.(7)(b) below, a number equal to the average number of hours that the employee was scheduled per day over the six-month period ending on the date on which the employee takes the paid sick time, including hours for which the employee took leave of any type.

(b) If the employee did not work over such period, the reasonable expectation of the employee at the time of hiring is the average number of hours per day that the employee would normally be scheduled to work.

2. Paid Sick Leave Requirement

a. An employer shall provide to each employee employed by the employer paid sick time to the extent that the employee is unable to work (or telework) due to a need for leave because:

(1) The employee is subject to a Federal, State, or local quarantine or isolation order related to COVID–19.

(2) The employee has been advised by a health care provider to self-quarantine due to concerns related to COVID–19.

(3) The employee is experiencing symptoms of COVID–19 and seeking a medical diagnosis.

(4) The employee is caring for an individual who is subject to an order as described in B.2.a.(1) above or has been advised as described in B.2.a.(2) above.

(5) The employee is caring for a son or daughter of such employee if the school or place of care of the son or daughter has been closed, or the child care provider of such son or daughter is unavailable, due to COVID–19 precautions.

(6) The employee is experiencing any other substantially similar condition specified by the Secretary of Health and Human Services in consultation with the Secretary of the Treasury and the Secretary of Labor.

3. Duration of Paid Sick Time

a. An employee shall be entitled to paid sick time for an amount of hours determined under B.3.b. below.

b. The amount of hours of paid sick time to which an employee is entitled shall be as follows:

(1) For full-time employees, eighty hours.

(2) For part-time employees, a number of hours equal to the number of hours that such employee works, on average, over a two-week period.

c. Paid sick time under the EPSLA shall not carry over from one year to the next.

4. Employer's Termination of Paid Sick Time

a. Paid sick time provided to an employee under the EPSLA shall cease beginning with the employee's next scheduled work shift immediately following the termination of the need for paid sick time under B.2.a. above.

5. Prohibition

a. An employer may not require, as a condition of providing paid sick time under the EPSLA, that the employee involved search for or find a replacement employee to cover the hours during which the employee is using paid sick time.

6. Use of Paid Sick Time

a. The paid sick time under B.2.a. above shall be available for immediate use by the employee for the purposes described in the EPSLA, regardless of how long the employee has been employed by an employer.

b. Sequencing Leave Time

(1) An employee may first use the paid sick time under B.2.a. above for the purposes described in the EPSLA.

(2) An employer may not require an employee to use other paid leave provided by the employer to the employee before the employee uses the paid sick time under B.2.a. above.

7. Notice

a. Each employer shall post and keep posted, in conspicuous places on the premises of the employer where notices to employees are customarily posted, a notice, to be prepared or approved by the Secretary of Labor, of the requirements described in the EPSLA.

b. Not later than seven days after the date of enactment of this Act, the Secretary of Labor shall make publicly available a model of a notice that meets the requirements of B.7.a. above.

8. Prohibited Acts

a. It shall be unlawful for any employer to discharge, discipline, or in any other manner discriminate against any employee who:

(1) Takes leave in accordance with the EPSLA; and

(2) Has filed any complaint or instituted or caused to be instituted any proceeding under or related to the EPSLA (including a proceeding that seeks enforcement of the EPSLA), or has testified or is about to testify in any such proceeding.

9. Enforcement

a. Unpaid Sick Leave - An employer who violates B.2. through B.6. of this Policy shall:

(1) Be considered to have failed to pay minimum wages in violation of section 6 of the Fair Labor Standards Act of 1938 (29 U.S.C. 206); and

(2) Be subject to the penalties described in sections 16 and 17 of the Fair Labor Standards Act of 1938 (29 U.S.C. 216; 217) with respect to such violation.

b. Unlawful Termination - An employer who willfully violates B.8. above shall:

(1) Be considered to be in violation of section 15(a)(3) of the Fair Labor Standards Act of 1938 (29 U.S.C. 215(a)(3)); and

(2) Be subject to the penalties described in sections 16 and 17 of the Fair Labor Standards Act of 1938 (29 U.S.C. 216; 217) with respect to such violation.

10. Rules of Construction

a. Nothing in the EPSLA shall be construed:

(1) To in any way diminish the rights or benefits that an employee is entitled to under any:

(a) Other Federal, State, or local law;

(b) Collective bargaining agreement; or

(c) Existing employer policy; or

(2) To require financial or other reimbursement to an employee from an employer upon the employee's termination, resignation, retirement, or other separation from employment for paid sick time under the EPSLA that has not been used by such employee.

11. Guidelines

a. Not later than fifteen days after the date of the enactment of the EPSLA, the Secretary of Labor shall issue guidelines to assist employers in calculating the amount of paid sick time under the EPSLA.

12. Reasonable Notice

a. After the first workday (or portion thereof) an employee receives paid sick time under the EPSLA, an employer may require the employee to follow reasonable notice procedures in order to continue receiving such paid sick time.

b. The request for such leave shall be submitted to the superintendent or designee, who may request documentation from the employee in support of the emergency paid sick leave.

c. The documentation shall include a signed statement containing the following information: the employee's name; the date(s) for which leave is requested; the COVID-19 qualifying reason for leave; and a statement representing that the employee is unable to work or telework because of the COVID-19 qualifying reason.

d. An employee requesting to take emergency paid sick leave under the EPSLA or the EFMLEA to care for his or her child must provide the following information: the name of the child being care for; the name of the school; place of care; or child care provider that closed or became unavailable due to COVID-19 reasons; and a statement representing that no other suitable person is available to care for the child during the period of requested leave.

13. Regulatory Authorities

a. The Secretary of Labor shall have the authority to issue regulations for good cause under sections 553(b)(B) and 553(d)(A) of Title 5, United States Code:

(1) To exempt small businesses with fewer than fifty employees from the requirements of B.2.a.5. when the imposition of such requirements would jeopardize the viability of the business as a going concern; and

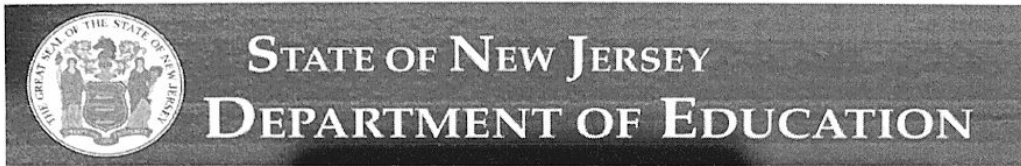
(2) As necessary, to carry out the purposes of the EPSLA, including to ensure consistency between the EPSLA and Division C and Division G of the FFCRA.

H.R. 6201: Families First Coronavirus (COVID-19) Response Act

N.J.S.A. 18A:30-1

Adopted:

NJDOE Checklist for the Reopening of Schools



Reopening Document Checklist for the Re-Opening of School 2020-2021

To assist with development and review of school reopening plans, this checklist presents the Anticipated Minimum Standards detailed in the NJDOE's "The Road Back: Restart and Recovery Plan for Education," select statutory and regulatory provisions governing school schedules, and other central reopening priorities. For additional information, please consult the NJDOE's The Road Back [webpage](#).

Does your district reopening plan:

Reopening Planning

- Implement a schedule for the 2020-2021 school year that includes in-person instruction in some capacity and provides public school facilities for at least 180 days in accordance with N.J.S.A. 18A:7F-9?
- Incorporate a policy regarding fulltime remote learning services, in accordance with the Department's guidelines?
- Ensure, consistent with N.J.A.C. 6A:32-8.3, that each student is provided at least four hours of instructional contact time per school day, or one continuous session of two and one-half hours for kindergarten students (such instructional time may be achieved through in-person, synchronous remote, or asynchronous remote activities)?
- Prepare for a potential shift back to entirely remote learning models by implementing measures to strengthen remote learning capabilities?
- If a member of the NJSIAA, conduct high school athletics in accordance with protocol issued by the NJSIAA. **Note: While NJSIAA does not maintain oversight over middle school sports, it is suggested that districts follow the same guidelines issued for high school sports.
- Establish or designate in each school a diverse Pandemic Response Team to oversee each school's implementation of the district's reopening plan, particularly health and safety measures? If establishing a new Pandemic Response Team, that team includes, if applicable:
 - School principal or lead person;
 - Teachers representing each grade band served by the school;
 - Child Study Team member;
 - School counselor or mental health expert;
 - Subject area chairperson/director;
 - School nurse;
 - School safety personnel;
 - Members of the school safety team;
 - Custodian; and
 - Parents.

Digital Divide

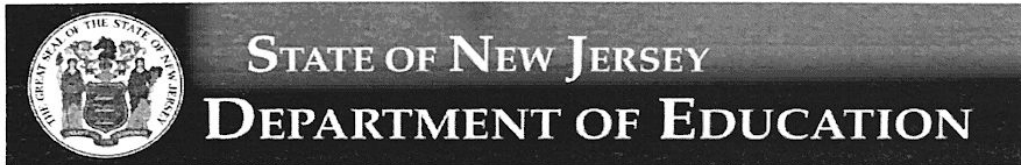
- Include a plan outlining steps to ensure that all students who are expected to engage in remote instruction have access to the requisite educational technology (including hardware and connectivity), whether that technology is issued by the school district or provided by the student's family? That plan must:
 - Include a documented process for identifying students in need of educational technology;
 - Identify steps that the district will take to provide needed technology to students identified as otherwise lacking access to such technology;
 - Prioritize provision of district-issued technology to those students who, in the absence of district-issued technology, may be unable to fully participate in remote instruction; and
 - Include ongoing monitoring, provisions for issuing educational technology throughout the school year, and other provisions necessary to prevent lapses in student access to remote instruction as district or family circumstances evolve.

General Health and Safety

- Provide reasonable accommodations for students and staff identified as having a higher risk for severe illness from COVID-19, including older adults and individuals with disabilities or serious underlying medical conditions?

Classrooms, Testing, and Therapy Rooms

- Ensure that students are seated at least six feet apart within the classroom?
 - [If district answers "No" to the above] Implement social distancing modifications to the greatest extent practicable, including the use of physical barriers between desks and turning desks to face the same direction or having students sit on only one side of the table, spaced apart?
- Ensure that other instructional and non-instructional rooms comply with social distancing standards to the greatest extent practicable?
- Provide for limited use of shared objects when possible and clean such objects between uses?
- Ensure that indoor facilities have adequate ventilation, including by: maintaining operational heating and ventilation systems where appropriate; ensuring that recirculated air has a fresh air component; opening windows if A/C is not provided; and maintaining filters for A/C units according to manufacturer recommendations?
- Ensure that hand sanitizing stations are maintained with alcohol-based hand sanitizers in each classroom, at entrances and exits of buildings, and near lunchrooms and bathrooms?
- Ensure that existing handwashing stations with soap, water, and alcohol-based hand sanitizers?
- Include provisions that facilitate student hand washing at regular intervals (or use of alcohol-based hand sanitizer if washing with soap and water is not possible), such as designating certain times for students to wash hands (e.g. before eating, after using the bathroom, and after



blowing their nose/coughing/sneezing), use of signage to encourage handwashing, or other provisions?

Transportation

- Require students to wear face coverings if the student can do so, while providing accommodations as appropriate for young students or students with disabilities?
- Maintain social distancing practices on buses to the maximum extent practicable?
- Adopt best practices for cleaning and disinfecting school buses and other transport vehicles?
What Bus Transit Operators Need to Know About COVID-19

Student Flow, Entry, Exit, and Common Areas

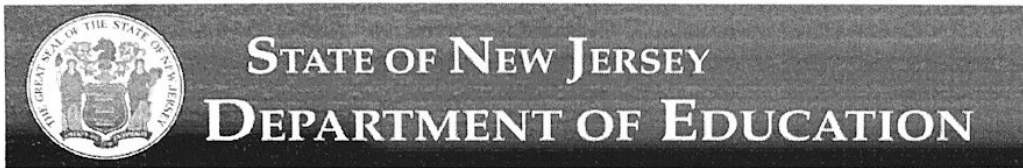
- Incorporate a policy which, includes the process and location, for student and staff health screenings? Such process will include screening upon arrival for symptoms and history of exposure, visual check of students for symptoms and/or confirmation with families that students are free of COVID-19 symptoms, documentation of when signs/symptoms are observed, and any necessary accommodations for students with disabilities.
- Ensure that there are physical guides or markings to help ensure that staff and students remain at least six feet apart in lines to enter or exit the building and at other times, and require utilization of face coverings when physical distancing (six feet) cannot be maintained for individuals waiting to enter or exit a building while providing accommodations as appropriate for young students or students with disabilities?

Screening, PPE, and Response to Students and Staff Presenting Symptoms

- Require students, staff and visitors to wear face coverings unless doing so would inhibit the individual's health, the individual is under two years of age, or other exceptions outlined in NJDOE's guidance apply, while providing any necessary accommodations for young students or students with disabilities?
- Incorporate policy and procedures for symptomatic students and staff that include:
 - Written protocols detailing the district's response to students or staff that test positive for COVID-19;
 - Immediate notification of local health officials, staff, and families in the event that an individual who has spent time in a district facility tests positive for COVID-19;
 - Isolation of symptomatic individuals, with continued supervision and care for students;
 - Methods to assist in contact tracing, including records of groups/cohorts, assigned staff, and daily attendance;
 - Continuous monitoring of symptoms; and
 - Readmittance policies consistent with the relevant NJDOH guidance?
- Encourage parents to be alert for signs of illness in their children and keep them home when they are sick?

Contact Tracing

- Incorporate a contact tracing policy in consultation with the local health department and its school nurses?



Facilities Cleaning Practices

- Develop a procedure manual to establish schedules for increased cleaning and disinfection; targeted areas to be cleaned, including frequently touched surfaces and objects and frequent sanitization of bathrooms; and methods and materials to be used?

Meals

- Stagger use of cafeteria or group dining areas, and clean and disinfect them between groups?
- Provide for the discontinuation of family, self-service, and buffet meal service in cafeterias or group dining areas?
- If cafeterias or group dining areas are used, ensure students are spaced at least six feet apart?
- Require individuals to wash their hands with soap after removing their gloves or after directly handling used food service items?

Recess/Physical Education

- Stagger recess or other outdoor activities? Utilize cones, flags, tape, or other signs to maintain six feet of space between groups participating in recess or other outdoor activities?
- Require students to wash hands with soap immediately after outdoor playtime?
- Stagger the use of playground equipment and establish frequent disinfecting protocols?
- Close, or stagger the use of and frequently disinfect, locker rooms?
- Minimize sharing of equipment and clean and disinfect equipment between each use?
- Designate specific areas for each class during recess to avoid cohort mixing?

Field Trips, Extra-curricular Activities & Use of Facilities Outside of School Hours

- Maintain social distancing and hygiene practices during extra-curricular activities?
- Require any external community organizations that use district facilities to follow district procedure and health and safety protocols?

Socially Distanced Classrooms



