Passaic Valley Regional High School District #1

Board of Education Restart and Recovery Plan to Reopen Schools

Fall 2020
RESTART & RECOVERY PLAN

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Introduction

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

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

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

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

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

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

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

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

The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by Executive Order of the Governor of New Jersey and are subject to change.
THE BOARD OF EDUCATION’S RESTART AND RECOVERY PLAN

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

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

A. Conditions for Learning

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

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

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

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

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

Ten Critical Areas of Operation

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

(1) In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:

(a) School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.

(b) School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.

(c) The CDC’s Guidance for Schools and Childcare Programs, if applicable, will be followed.

(d) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.
Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:

(i) Chronic lung disease or asthma (moderate to severe);

(ii) Serious heart conditions;

(iii) Immunocompromised;

(iv) Severe obesity (body mass index, or BMI, of 40 or higher);

(v) Diabetes;

(vi) Chronic kidney disease undergoing dialysis;

(vii) Liver disease;

(viii) Medically fragile students with Individualized Education Programs (IEPs);

(ix) Students with complex disabilities with IEPs; or

(x) Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

[See Appendix A – Critical Area of Operation #1 – General Health and Safety Guidelines]
Critical Area of Operation #2 – Classrooms, Testing, and Therapy Rooms – Anticipated Minimum Standards Incorporated into the Plan

(1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.

(2) When social distancing is difficult or impossible, face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual’s health.

(a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

(3) In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings can be removed while students are seated at desks, but should be worn when moving about the classroom.

(4) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.

(5) Use of shared objects should be limited when possible or cleaned between use.

(6) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air
conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.

(7) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:

(a) In each classroom (for staff and older children who can safely use hand sanitizer).

(b) At entrances and exits of buildings.

(c) Near lunchrooms and toilets.

(d) Children ages five and younger should be supervised when using hand sanitizer.

(e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

(8) School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.

(a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

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

c. Critical Area of Operation #3 – Transportation – Anticipated Minimum Standards Incorporated into the Plan

(1) If the school district is providing transportation services on a school bus and is unable to maintain social distancing, a
face covering must be worn by all students who are able to do so upon entering the bus.

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

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

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

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

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

(2) If physical distancing (six feet apart) cannot be maintained for individuals in line waiting to enter or exit a building, face coverings shall be worn while in the line.

(3) Each school in the district will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

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

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

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

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

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

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

(d) Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.

(2) The Board must adopt procedures for symptomatic staff and students, which shall include the following:

(a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.

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

(c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district’s COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district’s contact tracing procedures (see "Critical Area of
Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:

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

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

(iii) An adequate amount of PPE shall be available, accessible, and provided for use.

(iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.

(v) Continuous monitoring of symptoms.

(vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.

(vii) Written protocols to address a positive case.

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

(4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

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

Exceptions to requirements for face coverings shall be as follows:

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

(b) The individual is in extreme heat outdoors.

(c) The individual is in water.

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

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

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, the visitor's entry to the school/district facility may be denied.

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

Critical Area of Operation #6 – Contact Tracing

The NJDOE Guidance does not include any “anticipated minimum standards” for contact tracing. However, all school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the
Superintendent or designee should be provided information regarding the role of contact tracing conducted by State, county, and local officials.

(2) School officials should engage the expertise of their school nurses on the importance of contact tracing.

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

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

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

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

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

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

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

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

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

(i) Classroom desks and chairs;

(ii) Lunchroom tables and chairs;

(iii) Door handles and push plates;

(iv) Handrails;

(v) Kitchens and bathrooms;

(vi) Light switches;

(vii) Handles on equipment (e.g. athletic equipment);

(viii) Buttons on vending machines and elevators;

(ix) Shared telephones;

(x) Shared desktops;

(xi) Shared computer keyboards and mice;

(xii) Drinking fountains; and

(xiii) School bus seats and windows.

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

[See Appendix G – Critical Area of Operation #7 – Facilities Cleaning Practices]
h. Critical Area of Operation #8 – Meals – Anticipated Minimum Standards Incorporated into the Plan

(1) If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board’s Plan, if applicable:

(a) Stagger times to allow for social distancing and clean and disinfect between groups.

(b) Discontinue family style, self-service, and buffet.

(c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.

(d) Space students at least six feet apart.

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

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

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

(1) The Board’s Plan regarding recess and physical education should include protocols to address the following:

(a) Stagger recess, if necessary.

(b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.

(c) The use of cones, flags, tape, or other signs to create boundaries between groups.

(d) A requirement that all individuals always wash hands immediately after outdoor playtime.
(e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.

(f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).

(g) Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.

(i) If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.

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

(2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.

(3) The school district will designate specific areas for each class during recess to avoid cohorts mixing.

[See Appendix I – Critical Area of Operation #9 – Recess/Physical Education]
j. Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours – Anticipated Minimum Standards Incorporated into the Plan

(1) The Board’s Plan should adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.

(2) The Board of Education requires any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.

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

2. Academic, Social, and Behavioral Supports

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

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

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

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

There is space provided below in A.2.a. through A.2.e. for a brief explanation of the school district’s status for each element.
[See Appendix K – Supplemental Materials and Explanations for Academic, Social, and Behavioral Supports]

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

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

_____ Not Being Utilized

_X__ Being Developed by School Officials

_____ Currently Being Utilized

See section - Plan Specifics

b. Multi-Tiered Systems of Support (MTSS)

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

_X__ Not Being Utilized

_____ Being Developed by School Officials

_____ Currently Being Utilized

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

c. Wraparound Supports

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

___ Not Being Utilized
___ Being Developed by School Officials
_X__ Currently Being Utilized
_X__ Teen Center____________________________________________________

d. Food Service and Distribution

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

___ Not Being Utilized
___ Being Developed by School Officials
_X__ Currently Being Utilized
____________________________________________________
____________________________________________________
____________________________________________________

e. Quality Child Care

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

_X__ Not Being Utilized
___ Being Developed by School Officials
___ Currently Being Utilized
_____ Use of Teen Center when school is open

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

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

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

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

1. Establishing a Restart Committee

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

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

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

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

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

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

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

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

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

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

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

(1) School Principal or Lead Person;

(2) Teachers;

(3) Child Study Team member;

(4) School Counselor or mental health expert;

(5) Subject Area Chairperson/Director;

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

(8) School safety personnel;

(9) Members of the School Safety Team;

(10) Custodian; and

(11) Parents.

g. The Pandemic Response Team is responsible for:

(1) Overseeing each school’s implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.

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

(3) Providing staff with needed support and training.

(4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.

(5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.

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

(7) Creating pathways for community, family, and student voices to continuously inform the Team’s decision-making.

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

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

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

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

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

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

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

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

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

(1) Provide teachers common planning time.

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

(a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.
(b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.

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

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

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

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

[See Appendix N – Scheduling of Students]
4. Staffing

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

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

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

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

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

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

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

(3) Certification

(a) Performance Assessment (edTPA) Guidance

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

(b) Additional COVID-19 Certification Guidance

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

[See Appendix O – Staffing]

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

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

b. Instructional staff should:

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

(2) Limit group interactions to maintain safety.

(3) Support school building safety logistics (entering, exiting, restrooms, etc.).
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<tr>
<td>(4)</td>
<td>Become familiar with district online protocols and platforms.</td>
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<td>(5)</td>
<td>Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.</td>
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<td>(6)</td>
<td>Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.</td>
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<td>(7)</td>
<td>Provide regular feedback to students and families on expectations and progress.</td>
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<td>(8)</td>
<td>Set clear expectations for remote and in-person students.</td>
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<td>(9)</td>
<td>Assess student progress early and often and adjust instruction and/or methodology accordingly.</td>
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<td>(10)</td>
<td>Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).</td>
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<td>(11)</td>
<td>Instruct and maintain good practice in digital citizenship for all students and staff.</td>
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<td>(12)</td>
<td>Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.</td>
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<td>(13)</td>
<td>Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.</td>
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<td>(14)</td>
<td>Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).</td>
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<tr>
<td>(15)</td>
<td>Limiting on-line activities for pre-school students.</td>
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**c. Mentor teachers should:**
(1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.

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

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

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

(5) Continue to maintain logs of mentoring contact.

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

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

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

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

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

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

(3) Prioritize vulnerable student groups for face-to-face instruction.
RESTART & RECOVERY PLAN

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

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

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

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

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

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


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

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

(13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.

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

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

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

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

e. Educational services staff members should:

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

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

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

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

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

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

   (7) Support embedding of SEL into lessons.

   (8) Lead small group instruction to ensure social distancing.
(9) Consider student grouping to maintain single classroom cohorts.

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

f. Support staff/paraprofessionals may:

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

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

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

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

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

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

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

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

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

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

g. Substitutes

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

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

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

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

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

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

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

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

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

(1) Train student teachers to use technology platforms.

(2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
(3) Survey assistant teachers to determine technology needs/access (Pre-school).

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

c. Student teachers should:

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

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

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

(4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.

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

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

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

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

(9) Develop online material or assignments.

(10) Pre-record direct-instruction videos.

(11) Facilitate student-centered group learning connecting remote and in-person students.
d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:

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

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

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

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

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

[See Appendix O – Staffing]

7. Athletics

Under Executive Order 149, high school sports under the jurisdiction of the NJSIAA may resume only in accordance with reopening protocols issued by NJSIAA and cannot resume earlier than June 30, 2020.

[See Appendix P – Athletics]
C. Policy and Funding

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

1. School Funding

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

(1) Elementary and Secondary School Emergency Relief Fund;

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

(3) State School Aid.

b. School District Budgets

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

c. School Funding

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

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

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

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

(3) Costs and Contracting

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

D. Continuity of Learning

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

Curriculum, instruction, assessment, professional learning, and career and technical education (CTE) are all constructs that can be adjusted to serve as levers for equity.
Except where otherwise indicated, the provisions and elements of this section are “additional considerations” that may help districts in considering ways to adhere to the “anticipated minimum standards”.

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

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

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

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

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

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

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

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

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

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

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

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

b. Districts should:

   (1) Conduct a needs assessment.

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

   (3) Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.
(4) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.

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

3. Curriculum, Instruction, and Assessment

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

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

c. Virtual and Hybrid Learning Environment

(1) Curriculum

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

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

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

(2) Instruction

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

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

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

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

(iii) Develop students’ meta-cognition.

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

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

(vi) Assess ELLs’ levels of engagement and access in an in-person, virtual, or hybrid learning environment.
RESTART & RECOVERY PLAN

(3) Assessment

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

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

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

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

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

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

4. Professional Learning

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

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

c. Professional learning opportunities should be:

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

(2) Presented throughout the school year;

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

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

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

d. Mentoring and Induction

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

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

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

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

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

f. Evaluation

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

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

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

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

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

5. Career and Technical Education (CTE)

a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.

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

c. Guiding Principles

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

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

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

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

e. Work-Based Learning

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

f. Career Advisement and Development

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

Restart and Recovery Plan to Reopen Schools

Passaic Valley Regional High School District #1
Board of Education

Fall 2020
Appendix A

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

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

a. Protocol for High Risk Staff Members
   
   • Medical Documentation Required
   • Provide in addition to a mask:
     o Face Shields
     o Plexiglass in high traffic areas

b. Protocol for High Risk Students
   
   • Medical Documentation Required
   • Provide in addition to a mask:
     o Face masks for all students
     o All virtual learning model
     o Face Shields with doctor’s notes
     o All virtual model of instruction

Students

The district will identify high risk students and support them with options for virtual learning and telework. Parents of students with medical issues should contact the school nurse directly. A meeting should take place with the school nurse, parent, and student to discuss reasonable accommodations for the student to partake in traditional classroom instruction and/or related services onsite. Parents with students with medical issues or concerns may also request full time all virtual learning by filling out the district form and working with the guidance and health office to make the accommodation happen.
Custodial Buildings and Grounds
- We will be proactive with regard to signage in the building, bathrooms and areas of high traffic. Stairwells and bannisters will be continually sanitized.
- The common areas and classrooms will have gloves, and hand sanitizer available to every person.
- Schedules for cleaning have been adjusted accordingly.
- Staff may request reasonable accommodations, as well as discuss potential leave options, by filling out the required forms provided by the district.
Appendix B

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

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

a. Social Distancing in Instructional and Non-Instructional Rooms

INSTRUCTIONAL ROOMS

- Students will be spaced 6ft. apart
- Face coverings must be worn at all times in accordance with school policy
- Hand sanitizing stations in room with a minimum of 60% alcohol content
- Building windows in an open position
- Air conditioners on with outside air flow mode selected
- No sharing of supplies
- Gloves will be available in the space
- Removal of furniture deemed unnecessary

NON-INSTRUCTIONAL ROOM

- Face coverings must be worn at all times in accordance with school policy
- Hand sanitizing stations in room with a minimum of 60% alcohol content
- Social distancing practiced

b. Procedures for Hand Sanitizing/Washing

- Where classroom sinks are available, hands must be washed for a minimum of 20 seconds with soap and water in accordance with the CDC guidelines.

- If a sink is not available, sanitizing hands in accordance with the CDC guidelines with an alcohol based hand sanitizer (minimum 60% alcohol content) will be used.
This school district should include in Appendix C the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section A.1.c., including, but not limited to:

a. Student Transportation

CLEANING, DISINFECTING AND SANITIZING INSIDE SCHOOL BUSES

- Cleaning, Disinfecting and Sanitizing School Buses

- As part of the renewal process each vendor shall include a copy of the company's current plan and protocol on cleaning, disinfecting and sanitizing inside of the school bus vehicles. The same standards shall be applied to all district owned buses and those contracted through the NRESC.

- Cleaning should follow CDC recommendations for cleaning. High touch areas should be cleaned between each trip from homes to school and school to homes. If the bus makes multiple runs during the school day, then after each run the high touch areas should be cleaned. At the end of the day the entire bus should be cleaned.

High Touch Areas Include:

✓ Arm Rests
✓ All Seats
✓ Driver Steering Wheel
✓ Soft Shield
✓ Drivers Shield
✓ Dash Area
✓ Flooring
✓ Handrails
✓ Head Rests
✓ Seat Belts
✓ Walls
✓ Wheelchair lifts, child restraining devices and vests
✓ Windows
A list of products that are EPA approved for use against the virus that causes COVID-19 is available on the EPA website. Follow the manufacturer’s instructions for all cleaning and disinfection products for concentration rates, application method and contact time, etc.

COVID-19 REQUIREMENTS
• As part of this contract, all contractors to whom a contract has been awarded, shall comply with the following school district COVID-19 requirements to ensure the safety of the occupants of the vehicle.

FACE COVERINGS
• Bus driver and all bus aides must wear a face covering.

• Students will be required to wear face coverings unless the student has a medical reason and necessary documentation on file with the district.

b. Social Distancing on School Buses

VEHICLE
• Social distancing protocols between students and bus drivers must be observed whenever possible.

• Windows must be kept open unless there is inclement weather.

• Students may be arranged in a social distance seating pattern (1 student per seat and the possibility when practical to skip a row.

• First student that boards the bus goes to the back row and will be the last to exit the bus as others fill in rows from the rear to the front.
Appendix D

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

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

a. Location of Student and Staff Screening
   - **Staff** will complete specific screening questionnaire in Frontline prior to arrival to building each day.
   - **Students** are required to complete daily questionnaire in the Real Time Student Portal prior to coming to campus. The completed questionnaire must be shown to a designated staff member upon entry to the building.
   - **Staff and students** responding “yes” to any question should refer to the “Return to School Policy” for further guidance.

b. Social Distancing in Entrances, Exits, and Common Areas
   **STUDENT ENTRY**
   - Rear Parking Lot Entrance (Griswold Gym Triple Doors)
   - Main Office Entrance
   - Cafeteria Doors
   - Face coverings must be worn upon entry to the building
   - Social distancing will be enforced and supervised by PV Security and PV Staff
   - Signage will be in place to remind students to wear masks and social distance

   **STAFF ENTRANCES**
   - Rear Parking Lot Entrance (Griswold Gym Triple Doors)
   - Main Office Entrance
   - Cafeteria Doors
   - Stairway A
   - Face coverings must be worn upon entry to the building
   - Social distancing will be enforced and supervised by PV Security and PV Staff
   - Signage will be in place to remind staff to wear masks and social distance

   **INSTRUCTIONAL ROOMS**
   - Students will be spaced 6ft. apart
   - Face coverings must be worn at all times in accordance with school policy
   - Hand sanitizing stations in room with a minimum of 60% alcohol content
RESTART & RECOVERY PLAN

- Building windows in an open position
- Air conditioners on with outside air flow mode selected
- No sharing of supplies
- Gloves will be available in the space
- Removal of furniture deemed unnecessary

HALLWAYS
- Face coverings must be worn upon entry to the building
- Social distancing will be enforced and supervised by PV Security and PV Staff
- Signage will be in place to remind all building occupants to wear masks and social distance

EXIT FROM BUILDING
- Those students not requiring lunch will exit the building upon the end of 8th period via:
  ✓ Main Office Exit Doors
  ✓ Glass Doors
  ✓ Ramp Doors
  ✓ Cafeteria Doors
  ✓ Rear Parking Lot Exit (Griswold Gym Triple Doors)
- Social distancing will be enforced and supervised by PV Security and PV Staff

THOSE STUDENTS REQUIRING LUNCH WILL GO TO THE CAFETERIA.
- A Grab-N-Go bagged lunch system will be in place in the main cafeteria.
- Four registers will be open to complete the lunch transaction process.
- Social distancing will be enforced.
- Students will then exit the cafeteria doors to leave the campus.
Appendix E

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

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

a. Screening Procedures for Students and Staff
   • Purpose: To comply with medical and health practices with regard to COVID-19 for the duration of the pandemic.

   • Authority: Superintendent, District Administration, Health Office Personnel, Athletic Trainer

   • Reporting Procedures: Using electronic platform - Real Time for students and Frontline Electronic Platform for teachers

   • Terms and Conditions:
     o COVID-19 screening questionnaire MUST be completed DAILY prior to coming to school.
     o Students and Parents will be responsible for taking temperatures at home daily and reporting them on the daily district reporting document
     o Students & Staff will also take their temperature at home and document it on questionnaire
     o If you answer yes to any question DO NOT COME TO SCHOOL, STAY HOME & refer to the document “Return to School Policies” located on the PVHS website for more guidance.
     o If you answer NO to all questions on a questionnaire, come to school.
     o Be prepared to show the completed questionnaire through your cellphone, to the designated school personnel upon entrance to the school.
     o If you forget to fill out the questionnaire, you will have to step aside and contact the parent / guardian to fill out the form together.
• Attendance

**Purpose:** To monitor and address attendance concerns while operating on a Hybrid/Virtual model

**Terms and Conditions:** Any faculty member assigned or supporting attendance should be aware of the listed procedures.

**Reporting Procedures:**

1. All students will be assigned to a Homeroom (Google and In-Person) with the exception of MCVTS students who will report their absences directly to the attendance office.
2. Students need to sign in to Google Homeroom by 8:30 am on days they are not reporting to the building. Students in the building will attend homeroom during the assigned homeroom period.
3. Teachers assigned to homeroom will take daily homeroom attendance for both the in-person and virtual group of students, submitting the results in RealTime.
4. In the event a teacher is out sick, taking a personal day, or on a leave of absences (FMLA)- The Dean of Students, Assistant Principal of Discipline, and Attendance Secretary will be responsible for reporting virtual homeroom attendance.
5. The Dean of Students, Assistant Principal of Discipline, and Attendance Secretary will be responsible for monitoring daily attendance, running all related reports, and addressing attendance concerns.

b. Protocols for Symptomatic Students and Staff

• **Purpose:** The purpose of this standard operating procedure is to assure the practices of the district with regard to COVID-19 possible illness and spread are aligned to the regulations set forth by the local health department to the schools.

• **Authority:** Superintendent of Schools and Administration in partnership with Local Health Departments and School Nurses.

• **Terms and Conditions:** Coordinate with local health officials. Once learning of a COVID-19 case in someone who has been in the school, the Administration or School Nurse will immediately notify the Clifton Health Department (Clifton services Little Falls) as well as the health department to which the infected person lives (Totowa, Woodland Park, or town of staff’s residence). These officials will help administration determine a course of action for our school.
RESTART & RECOVERY PLAN

- Dismiss identified students and staff for 3-5 days. This initial short term closure allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the local health officials to help our school determine appropriate next steps or slow further spread of COVID-19. Staff and students who are on quarantine will continue instruction virtually.

- Local health officials’ recommendations for the scope (specific classes, a single cohort, bus route, the entire school, student’s sibling’s school, sports team) and duration of school dismissal will be made on a case by case basis.

- Although school is dismissed, immediate continuation of learning will resume via virtual/remote platform.

- Contact Tracing Team: Upon report of a positive COVID-19 within PV, the contact tracing team will be activated. The team has completed the Johns Hopkins COVID-19 contact tracing course, enabling them to work in conjunction with local health departments. They will assist in determining direct contacts of the COVID positive student or staff member. For example, the local health department may ask for the positive students’ school schedule and list of all students within those classes. The team may also be asked to call each of those students to provide education, information, and support to understand their risk, what they should do to separate themselves from others who are not exposed, and monitor themselves for illness. The Team is well aware that all communications will fall under HIPAA compliance to protect patients’ privacy. The identity of the COVID positive student/staff will never be exposed to others. Contact tracing has been used for decades as a key strategy to prevent further spread of disease transmission.

- Communicate with Staff, Parents & Students. All will be immediately notified that there has been a COVID positive individual identified through recorded messaging from administration. Information will be released along with more instruction to follow when plans are solidified with the local health department.

- Clean & Disinfect thoroughly. Close off areas used by the individuals with COVID-19 and wait at least 24 hours before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Open outside doors and windows to increase air circulation in the area.

- Cleaning staff will clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.

- Make decisions about extending the school closure. Staying closed longer than 2-5 days is a strategy to stop or slow the further spread of COVID-19 in our communities.

- During school dismissals (after cleaning and disinfection), PV may stay open for staff members (unless ill) while students stay home. Keeping facilities open: a) allows teachers to develop and deliver lessons and materials remotely, thus maintaining continuity of teaching and
learning; and b) allows other staff members to continue to provide services and help with additional response efforts. Decisions on which, if any, staff should be allowed in the school will be made in collaboration with local health officials.

- School dismissals and event cancellations may be extended if advised by local health officials. The nature of these actions (e.g., geographic scope, duration) may change as the local outbreak situation evolves. For example, school may reopen for all minus the cohort in which the COVID positive student was part of.
- Ensure continuity of meal programs. “Grab-and-go” bagged lunches will continue to be available for PVHS students who participate in the free or reduced lunch program while school is closed.

- Reporting Conditions: Report situations to the Board of Education immediately keeping the confidentiality of all parties.

c. Protocols for Face Coverings

All persons, including staff and students are required to wear face coverings upon entrance to the building and all the while they are in the building.

Face covering must be maintained while on the outside grounds of the campus if social distancing is not possible or appropriate.

If a face covering is not worn, entry will not be permitted.
Face coverings will be available if person does not have one.

All visitors to the building must adhere to the face covering protocol or be denied entry to the building.

d. Visitors

Visitors to the building will be limited and in many instances will be by appointment. Visitors must sign-in to the main office, state their business, and wear a face mask at all times.

Visitors shall fill-out the district screening questionnaire. Children under two years old shall not be required to wear a face mask.
Appendix F

Critical Area of Operation #6 - Contact Tracing

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

A. Each school nurse and two administrators will complete the John Hopkins University COVID-19 contact tracing course.

B. The district will continue to work in conjunction with the local and county health department in situations that call for support to our actions with regard to COVID-19 situations.
Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

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

FACILITIES CLEANING PRACTICES

• The school district will continue to adhere to existing cleaning practices and procedures. An standard operating procedure for facilities and cleaning practices will be added to the Passaic Valley Cleaning Manual.
• The district will incorporate any new COVID-19 requirements.
• The district will add any new standards or requirements from the local health department.

DEVELOP A SCHEDULE FOR CLEANING/DISINFECTING TARGETED AREAS

Using approved methods and materials such as:

• A schedule for increased routine cleaning and disinfection will be created.
• Routine cleaning and disinfecting of surfaces and objects/surfaces that are frequently touched (doorknobs, countertops, sink tops, panic hardware on doors).
• Examples of frequently touched areas in school are available in Policy #1648.
• Use of all cleaning products will adhere to the directions on the label as per manufacturer.
• A list of EPA approved household disinfectants to fight COVID-19 are on the EPA website.
• Concentration, application method and contact and kill time instructions adhered to.
• Student bathrooms will be sanitized every hour or as often as possible.
• Classrooms, hallways, common areas, offices, telephones, desktops, floors, and equipment will be cleaned and sanitized by employees on the 2nd and 3rd shifts.
• Victory Spray Guns will be used daily and throughout the day as needed in the building and on district owned buses using a variety of cleaners on a case by case basis.
Appendix H

Critical Area of Operation #8 – Meals

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

Passaic Valley Regional High School
The following is the plan for distributing lunch:

- Meals will be stored in the kitchen, prepackaged and kept at the proper temperature.
- We will be distributing meals on tables which are 6 feet apart, and in compliance with the guidelines. Meals will be provided to students upon request.
- The students will be 6 feet apart when picking up breakfast and lunch.

Grab and Go lunches will be available at the designated locations for student pick up.
Breakfast and lunch will also be available for those in the virtual program, Monday through Friday from 7:00 AM to 7:45 AM.

- Food preparation areas and equipment will be cleaned and sanitized daily (at a minimum); after cleaning, cutlery and dishware will be stored to prevent contamination (AIHA, 2020).
Appendix I

Critical Area of Operation #9 – Recess/Physical Education

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

Physical Education will continue to meet the 150 hour minimum requirements per week. This will be done in a virtual live stream setting as well as in an onsite setting following CDC guidelines for use of equipment and sanitizing practices of gym and outdoor areas. Social distancing practices will be followed.

All locker rooms and locker services are suspended for the school year.
Appendix J

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

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

A. In-person field trips will not be offered.
B. Teachers will be encouraged to research and offer virtual field trips.
C. Student activities and clubs will be offered virtually.
D. Outside organizations will apply to use our facilities. Requests cannot be granted without Board Approval. Executive Orders and Guidelines will be the criteria for Board approval to be made.
E. The Teen Center will provide students with extracurricular programming in the virtual world until further notice. They will open according to these guidelines.
F. Anyone using a Passaic Valley facility will follow district procedures for health and safety protocols.
Appendix K

Academic, Social, and Behavioral Supports

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

A Social Emotional Learning component of services to the school community will be offered beginning in the 2020-2021 school year.

An outline of our plan is provided in the area called plan specifics at the end of this document. Supervisor of Special Education will lead the SEL project with the assistance the Activities Coordinator, the Director of Student Support Services, the Assistant Principal of Discipline, and the Dean of Students.

Overview of SEL Plan (Document found in Plan Specific Section)

a. The district is introducing an interdisciplinary approach to the plan with elements of Art and Music Therapy in specific class electives.
b. A therapeutic connection to the components of dealing with emotions specific to anxiety and trauma as a result of COVID-19 in both adults and students. Dr. Michelle Mc Coy Barrett will lead the Director of Special Services and SEL teacher team in this effort by meeting on a monthly basis.
c. The district has been accepted into the NJDOE School Climate Transformation Cohort 5 and will participate in partnership with Rutgers University. Dr. Lori A. Guerriero is the assigned Project Manager.
d. The district is currently in partnership with William Paterson University and will work with the non-profit organization Imagine to support parents, students and staff in the areas of grief and loss. The SEL Team of teachers will become trained grief specialists during the 2020-2021 school year and will be led by Mrs. Connie Palmer, LCSW and Grief Specialist supported by Mrs. Lori Kelly, WPU Professor in Residence.

Academic Supports will be provided to students during the school year via embedded mathematics lab sessions and services of a reading specialists to further enhance classroom instruction and to identify learning gaps for students who both struggle with math and also for accelerated students to develop a firm foundation in early skills leading to higher levels of math instruction in junior and senior year.

Academic supports will be provided to Special Education and ELL students in the areas of Math Literacy and will be provided to students who have been identified through multiple measures of assessments and teacher recommendations. ELL and Special Education students will have aides specific to content areas to support class performance.
This school district should include in Appendix L the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section B.1.

**PVHS Reopening Task Force - Committee 1, Health & Medical Practices**  
Tuesday, July 21, 2020, 1:00 pm

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<td>Mr. Colin Monahan</td>
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<td>Dr. Charlene Gungil</td>
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<td>Mr. John E. Biegel</td>
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## PVHS Reopening Task Force - Committee 2, Building and Grounds, Athletics

**Wednesday, July 22, 2020, 1:00 pm**

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## PVHS Reopening Task Force – Committee 3, Educational Programs, Activities, and Communications

Thursday, July 23, 2020, 1:00 pm

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<td>Ms. Anne Krautheim</td>
<td>Director, Totowa Public Library</td>
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## RESTART & RECOVERY PLAN

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<td>Ms. Ashley Francis</td>
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<td>Ms. Jan Lightner</td>
<td>Passaic Valley Education Foundation</td>
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### PVHS Reopening Task Force – Committee 4, School and Community Leadership

**Wednesday, July 29, 2020, 1:00 pm**

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<td>Business Administrator</td>
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<td>Little Falls Police Department</td>
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<tr>
<td>Lieutenant James Eisele</td>
<td>Totowa Police Department</td>
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<tr>
<td>Acting Chief John Uzzalino</td>
<td>Woodland Park Police Department</td>
</tr>
<tr>
<td>Dr. Jared Fowler</td>
<td>Assistant Principal of Humanities</td>
</tr>
<tr>
<td>Mr. Timothy Platt</td>
<td>Supervisor of Building and Grounds</td>
</tr>
<tr>
<td>Mr. Michael Paternoster</td>
<td>Director of Special Education</td>
</tr>
<tr>
<td>Ms. Tara Torres</td>
<td>Director of Student Personnel Services</td>
</tr>
<tr>
<td>Mr. Joseph Benvenuti</td>
<td>Supervisor of Athletics, Health, Physical Education and Activities</td>
</tr>
<tr>
<td>Ms. Patricia Palmiere</td>
<td>Supervisor of Career and Technical Education</td>
</tr>
<tr>
<td>Mr. Chris Clementi</td>
<td>Systems Network Coordinator</td>
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This school district should include in Appendix M the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section B.2.

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<td>Dr. JoAnn Cardillo</td>
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<td>Business Administrator</td>
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<td>Acting Chief John Uzzalino</td>
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<td>Little Falls Emergency Medical Technicians</td>
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<tr>
<td>Ms. Lina Salluce</td>
<td>School Nurse</td>
</tr>
<tr>
<td>Ms. Vicki Cole</td>
<td>School Nurse</td>
</tr>
<tr>
<td>Dr. Jared Fowler</td>
<td>Assistant Principal of Humanities</td>
</tr>
<tr>
<td>Mr. Timothy Platt</td>
<td>Supervisor of Building and Grounds</td>
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<td>Director of Special Education</td>
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<td>Director of Student Personnel Services</td>
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<td>Ms. Patricia Palmiere</td>
<td>Supervisor of Career and Technical Education</td>
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<tr>
<td>Mr. Christopher Canning</td>
<td>Teacher of English</td>
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<tr>
<td>Ms. Lori Demsey</td>
<td>Teacher of Art</td>
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<tr>
<td>Ms. Cheryl Grande</td>
<td>Teacher of Health &amp; Physical Education</td>
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<tr>
<td>Ms. Lindita Kurtishi</td>
<td>Teacher of Math</td>
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<tr>
<td>Ms. Arianna Robeson</td>
<td>Teacher of Engineering</td>
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<tr>
<td>Ms. Erin Wilks</td>
<td>LDTC-Case Manager</td>
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<tr>
<td>Mr. Brendan Byrnes</td>
<td>Athletic Trainer</td>
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<tr>
<td>Mr. Anthony Pacelli</td>
<td>School Security</td>
</tr>
<tr>
<td>Ms. Christine Hiel</td>
<td>Parent/Community Representative</td>
</tr>
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Appendix N

Scheduling of Students

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

a. School Day

Hybrid Schedule
(See Plan Specifics section-Student/Teacher Handbook Addendums)
- Students will be broken up into three cohorts (Red, White, Blue)
- Cohorts meet face to face in the building ONE time per week on either Tuesday, Wednesday or Thursday for a half day schedule 8:04 am-12:46 pm
- Mondays and Fridays are totally virtual with teachers video conferencing with the entire class for a full day schedule 8:04 am-2:32 pm

All Virtual Schedule (See Digital Teaching Protocol Document Attached)
- Students video conference with their teacher and class every day.
- Mondays, Wednesdays and Fridays are full day schedules 8:04 am-2:30 pm
- Tuesdays and Thursdays are half day schedules 8:04 am-12:46 pm

All scheduled are subject to change based on NJDOE guidelines and executive orders.

b. Educational Program

- Staff will be assigned to their regular schedule and will have both virtual and color cohort students on their rosters.
- Professional Development will continue to be offered in the following areas:
  - State Mandates
  - SEL
  - Technology Integration
  - Google Classroom and Meets
  - Data Driven decision making
  - ESL
- All related services will continue to be provided.
Appendix O

Staffing

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

Staffing
Administration will be available to any staff member that will need support regarding the challenges that lie ahead in the new school year. Any requests for accommodations will be made according to the laws and regulations that apply to the request and our ability to provide accommodations in a fair and equitable way. Teachers will receive tablets and electronics necessary to provide lesson plans via approved platforms.

Supports to staff include:

- Social Emotional Health Practices Professional Development via meetings and discussions throughout the year.
- Beginning of the year we will have Team Building activity to kick-off our Restart and Recovery plan.
- Support to new learning practices in Google Classroom and Linkit
- Support from the tech team during the school year both instructional and on use of new programs.
- A supplemental handbook will be provided to staff with grading practices and instructional criteria to be followed in the hybrid/virtual environment
- All new teachers will be assigned mentors and will receive teacher orientation in August. Social distance protocols will be followed.
- Teachers will be encouraged to collaborate with each other using common planning time provided in the school schedule.

Observations and Evaluations of Faculty and Staff

- These will be conducted under the guidance of the NJDOE and in accordance with TEACHNJ/ AchieveNJ requirements.
- Teachers are expected to engage with students synchronously a minimum of 3 times a week during onsite and virtual schedule days. Teachers may, during red, white and blue days, engage with students not in the classroom through virtual connections while lessons are presented. At no time is a student who is in the
classroom with the teacher to be placed on camera. Only the teacher will be viewed instructing or leading discussions or demonstrations. This will help with moving the pacing of the curriculum forward.

**Teacher Handbook Addendum**
The content set forth in the Teacher Handbook Addendum applies to roles and responsibilities in both the traditional and virtual environment. The addendum for grading and best practices for teaching and learning in the PV Virtual School Model will be provided and reviewed with staff during the first days of school PD.

**Student Handbook Addendum**
The Student Handbook Addendum and the PV Code of Conduct will continue to be implemented both in the traditional and virtual model of education.

**Addressing the Digital Divide**
Passaic Valley is a Bring Your Own Device district. A survey to our parents indicated that 85% of our students have their own device connected to our network. For the 15% of students remaining, we have a program that lends devices through our library system daily. In order to accommodate these students in the public health crisis, we will be lending district devices to students who need them from September - January. We will check in with those students in January to assure devices are in good working order and then renew the library sign out of the laptops until the end of the school year. The school librarian and systems network analyst will keep records of this program development.

**Family Engagement**
It is important to continue our outreach to parents. All faculty and staff will make customer service a top priority to parents and guardians of our school. Families are our customers and are to be treated with respect and courtesy as we work through potential situations that may arise.

All communication with families need to be responded to in a timely manner. Teachers will engage with parents regularly to share information regarding student progress. Back to School Nights will be planned and executed within contractual obligations.

**Policies and Regulations**
All policies of the Passaic Valley Board of Education will be adhered to regardless of whether we are on campus or working in the Passaic Valley Regional High School Virtual Model.
Scheduling
The instructional model in this plan is set for the restart and reopening of schools. It allows for a common sense approach of bringing students and staff back to campus in a safe and orderly manner, and to monitor the health concerns that may arise during the reentry. Through monitoring of such and staying aware of the Executive Orders and guidelines set forth by the NJDOE, we will adjust the schedule as needed through an orderly and systematic process that will include communication to all school and community stakeholders.

Passaic Valley Weekly Hybrid/Virtual Instructional Model

<table>
<thead>
<tr>
<th>Teams*</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<td>8:00-2:30</td>
<td>8:00-12:46**</td>
<td>8:00-12:46**</td>
<td>8:00-12:46**</td>
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<td>Faculty: 8:00-3:05</td>
<td>Faculty: 8:00-3:05</td>
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<td>Teachers</td>
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<td>In-School</td>
<td>In-School</td>
<td>In-School</td>
<td>Virtual***</td>
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</table>

**Mondays and Fridays:** Students will virtually meet with all teachers on Google Meet/Microsoft Teams (the approved video conferencing programs) following their regular academic schedule. Provisions for lunches on Mondays and Fridays are being made.

**Tuesday, Wednesday, & Thursday:** Teams will attend school in-person on their assigned day. Teams that are not in-school on a particular day complete their daily lesson and activities on Google Classroom within the timeframe assigned by the teacher. From 1:30-3:05, teachers will provide feedback to students, attend Professional Development, Department Meetings, and Faculty Meetings as scheduled.

*Please note, the week of November 23rd and December 21st have adjusted schedules due to the school calendar. See calendar on Page 4.*

**Students who choose to be virtual:** Students will be assigned a Red, White, or Blue Team, but remain home on the in-school day. An additional daily lesson/activity will be assigned in-lieu of the in-school instruction.

- Attendance will be taken and District Attendance Policy will be enforced.
- Bergen/PV ABA Program will attend school Monday through Friday.

**Notes:**
*Student Teams can be found on RealTime. Siblings are on the same team.
**There is a grab-and-go lunch option in the cafeteria for students from 12:46pm-1:30pm.
***There will be a rotating schedule for teachers to report to campus on Monday and Friday to hold their videoconferences. Upon completion of our technology infrastructure upgrade, all faculty will report 5 day a week.
Substitutes
The district has surveyed our core substitute group. We have informed them that in order to remain viable to the district, they would need training in the technology platform (specifically Google) to meet the needs of the district. To date, we have a team of substitutes willing to train at the end of August. The remaining substitutes, who are not technically skilled, will be called if needed for tasks they can manage with students.

Career and Technical Education (CTE)
Career and Technical Education programs will continue to be embedded in our current offerings. Students are scheduled for classes and, when possible, Work Based Learning Experiences and Career Advisement and Development practices will continue with validity. CTE Advisory Committee meetings will continue to be held in a virtual scenario and when possible students will be offered opportunities for virtual field trips, guest speakers, job shadowing and internships in a safe environment that is approved by the district.
Appendix P

Athletics

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

Passaic Valley students will have the opportunity to participate in athletic programs available to them throughout the school year. Fall Sports will resume this year based on coaches contractual obligations, NJSIAA guidelines, and Board of Education policies and decisions determined through Athletic Committee discussions put forth to the full Board of Education.
## Restart & Recovery Plan

### Chart of Useful Links

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Link</th>
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# RESTART & RECOVERY PLAN

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# Restart & Recovery Plan

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## Leadership and Planning

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## RESTART & RECOVERY PLAN

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## Continuity of Learning

| **Section** | **Title** | **Link** |
| Ensuring the Delivery of Special Education and Related Services to Students with Disabilities | IDEA | https://sites.ed.gov/idea/ |
## RESTART & RECOVERY PLAN

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Plan
Specifics
I. **Purpose:** To comply with medical and health practices with regard to Covid 19 for the duration of the pandemic.

II. **Authority:** Superintendent, District Administration, Health Office Personnel, Athletic Trainer

III. **Terms and Conditions:**
Covid screening questionnaire MUST be completed DAILY prior to coming to school.

Students and Parents will be responsible for taking temperatures at home daily and reporting them on the daily district reporting document.

Students & Staff will also take their temperature at home and document it on questionnaire.

If you answer yes to any question DO NOT COME TO SCHOOL, STAY HOME & refer to the document “Return to School Policies” located on the PVHS website for more guidance.

If you answer NO to all questions on a questionnaire, come to school.

Be prepared to show the completed questionnaire through your cellphone, to the designated school personnel upon entrance to the school.
If you forget to fill out the questionnaire, you will have to step aside and contact the parent / guardian to fill out the form together.

IV. Reporting Procedures: Using electronic platform - Real Time for students/ Using Frontline Electronic Platform for teacher attendance

V. Dissemination: All staff and Board of Education
Standard Operating Procedure

Subject: Confirmed Covid 19 Positive Staff and Students
Effective Date: Immediately
Page 1 of 2

Coordinating Policy (if applicable):
Policy # 1648
Restart and Recovery Plan
Approved by:
Superintendent

Administration Signature:

I. Purpose: The purpose of this standard operating procedure is to assure the practices of the district with regard to Covid 19 possible illness and spread are aligned to the regulations set forth by the local health department to the schools.

II. Authority: Superintendent of Schools and Administration in partnership with Local Health Departments. School Nurses

III. Terms and Conditions: Coordinate with local health officials. Once learning of a Covid-19 case in someone who has been in the school, the Administration or School Nurse will immediately notify the Clifton Health Department(Clifton services Little Falls) as well as the health department to which the infected person lives (Totowa, Woodland Park, or town of staff’s residence). These officials will help administration determine a course of action for our school.

Dismiss identified students and staff for 3-5 days. This initial short-term closure allows time for the local health officials to gain a better understanding of the Covid-19 situation impacting the school. This allows the local health officials to help our school determine appropriate next steps or slow further spread of Covid-19. Staff and students who are on quarantine will continue instruction virtually.

*Local health officials’ recommendations for the scope (specific class e.g. s, a single cohort, bus route, the entire school, student’s sibling’s school, sports team) and duration of school dismissal will be made on a case by case basis.

* Although school is dismissed, immediate continuation of learning will resume via virtual/remote platform.
Contact Tracing Team: Upon report of a positive Covid within PV, the contact tracing team will be activated (Vicki Lynn Coyle, Chester Parlavecchio, Lina Salluce, Dave Settembre). The team has completed the Johns Hopkins Covid contact tracing course, enabling them to work in conjunction with local health departments. They will assist in determining direct contacts of the Covid positive student or staff member. For example, the local health department may ask for the positive students’ school schedule and list of all students within those classes. The team may also be asked to call each of those students to provide education, information, and support to understand their risk, what they should do to separate themselves from others who are not exposed and monitor themselves for illness. The Team is well aware that all communications will fall under HIPAA compliance to protect patients’ privacy. The identity of the Covid positive student/staff will never be exposed to others. Contact tracing has been used for decades as a key strategy to prevent further spread of disease transmission.

Communicate with Staff, Parents & Students. All will be immediately notified that there has been a Covid positive individual identified through recorded messaging from administration. Information will be released along with more instruction to follow when plans are solidified with the local health department.

Clean & Disinfect thoroughly. Close off areas used by the individuals with COVID-19 and wait at least 24 hours before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Open outside doors and windows to increase air circulation in the area. Cleaning staff will clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.

Make decisions about extending the school closure. Staying closed longer than 2-5 days is a strategy to stop or slow the further spread of COVID-19 in our communities. During school dismissals (after cleaning and disinfection), PV may stay open for staff members (unless ill) while students stay home. Keeping facilities open: a) allows teachers to develop and deliver lessons and materials remotely, thus maintaining continuity of teaching and learning; and b) allows other staff members to continue to provide services and help with additional response efforts. Decisions on which, if any, staff should be allowed in the school will be made in collaboration with local health officials. School dismissals and event cancellations may be extended if advised by local health officials. The nature of these actions (e.g., geographic scope, duration) may change as the local outbreak situation evolves. For example, school may reopen for all minus the cohort in which the Covid positive student was part of.

Ensure continuity of meal programs. “Grab-and-go” bagged lunches will continue to be available for PVHS students who participate in the free or reduced lunch program while school is closed.

1V Reporting Conditions Superintendent/Designee report situations to the Board of Education immediately keeping the confidentiality of all parties.

V: Dissemination: All staff and Board of Education
RESTART & RECOVERY PLAN

Social Emotional Learning Plan (SEL) 2020-2021

Rationale:
The on-set and continuation of the COVID19 Pandemic created an environment of stress, anxiety and uncertainty on a global level and in the microcosm of school communities. Passaic Valley’s (PV) teacher and parent survey indicated that 30% of our population was personally affected by economic, mental health, physical and medical issues. The data also revealed that approximately half of our parents indicated that their child’s well-being appeared to be impacted by the pandemic. In their survey, it was reported that students felt isolated, afraid and unsettled. Our graduation data also revealed that students who planned to attend 4-year schools out of state began to reconsider their choices, enrolling instead in community colleges. There were a larger number of students taking a “gap year” for 2020-2021 post-secondary education purposes. Parents indicated that they would be open to the school providing support services to students as well as community forums, rebuilding emotional resilience and setting a plan in place to take charge of their future despite the conditions that currently exist.

Overarching Goal:
To involve the school community and stakeholders in engaging students, staff members and families in both therapeutic and academic approaches to social/emotional learning, creating opportunities to foster a positive school climate, in both the traditional and virtual models.

Guide to Resources Utilized:
1. Imagine: Non-profit Grief/Loss/Resilience Informed School Program Connie Palmer (CP)
2. Dr. Michelle Barrett (MB): Anxiety/ Stress SEL Consultant, NJ Licensed Psychologist
3. The Adolescent Health Working Group (AHWG)- Trauma and Resilience Toolkit
4. Michael Paternoster (MP): PV Director of Special Education/ SEL Coordinator
5. Lori Kelly: William Paterson University Professor in Residence
6. School Climate Transformation Project (SCTP): Rutgers University: COVID19 School Resources
7. Newseela: SEL Content, Lessons and Resources for teachers and students
8. SEL Team: TBD
## RESTART & RECOVERY PLAN

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<thead>
<tr>
<th>Sub Goals/ Objectives</th>
<th>Activities/ Strategies</th>
<th>Timeframe</th>
<th>Resources/ People Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To offer the entire school community education on the stages of grief, loss, and</td>
<td>Imagine will provide three customized webinars advertised on PV’s website and social media networks for parents, students and staff to inform everyone about Grief, Loss, Resilience and how this knowledge will meet overarching goal of Social and Emotional Learning.</td>
<td>September 2020</td>
<td>-Connie Palmer (Imagine)- presenter -Technology Team- technical support -Physical Education classes (will introduce the concepts via video with students) SEL Team (support to teachers)</td>
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<tr>
<td>give guidance toward building resilience.</td>
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<tr>
<td>2. To engage staff and parents on the importance of understanding grief, loss,</td>
<td>Two 1 hour training sessions offered to interested staff and parents in Fall (CP) Staff Workshop in Winter and Spring (MP, SEL Team) Parent Workshop (MP, SEL Team)</td>
<td>Fall 2020 Winter 2020</td>
<td>-Connie Palmer (Imagine) - Dr. Michelle Barrett -Michael Paternoster (SEL Coordinator) -SEL Team -School Climate Transformation Project</td>
</tr>
<tr>
<td>trauma, anxiety and stress and how to build resilience skills despite difficulties</td>
<td></td>
<td>Spring 2020</td>
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<td>faced.</td>
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<tr>
<td>3. To engage students on understanding their own grief, loss, trauma, anxiety and</td>
<td>Two 1 hour training sessions offered to interested students (CP) Student Workshop offered to those interested in Winter and Spring (MP, SEL Team)</td>
<td>Fall 2020 Winter 2020</td>
<td>-Connie Palmer (Imagine) -Michael Paternoster (SEL Coordinator) -SEL Team</td>
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<tr>
<td>stress and how to build resilience skills despite difficulties faced.</td>
<td></td>
<td>Spring 2021</td>
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<tr>
<td>4. To certify the SEL Team in Resilience, Grief and Loss</td>
<td>Twenty hours of workshops, Webinars, Support Groups</td>
<td>September 2020-June 2021</td>
<td>-Connie Palmer (Imagine) -Michael Paternoster (SEL Coordinator) -SEL Team</td>
</tr>
<tr>
<td>5. To provide monthly consultations for SEL Team on how to assist others in</td>
<td>Monthly 1 hour (MB) teleconferencing and videoconferencing for pairs/ triads of SEL Team</td>
<td>September 2020-June 2021</td>
<td>-Dr. Michelle Barrett -Lori Kelly -Michael Paternoster (SEL Coordinator) -SEL Team -School Climate Transformation Project</td>
</tr>
<tr>
<td>dealing with grief, loss, and on-going issues due to COVID.</td>
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</tbody>
</table>
**RESTART & RECOVERY PLAN**

| 6. To give students an outlet to express their feelings and to learn how to cope with issues they may encounter during the school year. | Using the current board-approved curricula, students will be introduced to coping skills via the Arts, such as Music and Art Therapy concepts | September 2020-June 2021 | -Music and Art Teachers
-Michael Paternoster (SEL Coordinator)
-SEL Team
-Newsela |
Student Handbook Addendum
Digital Learning Protocols
2020-2021
**RESTART & RECOVERY PLAN**

**Introduction**

What we’ve known about school has changed, and it changed quickly. The Staff at Passaic Valley wants you to know that we plan to give you the best type of learning experience within the confines of our new reality. Our current motto is “Minimal Exposure, Maximum Instruction.”

The learning experience this year will be different from last. The way online learning was at the end of last year, March through June, is not happening this year. Here are the biggest differences:

On Mondays and Fridays AND when you are not in-person, you have to check in to your Homeroom at 8:30am. *THIS IS A BIG DIFFERENCE FROM LAST YEAR!* 

On Mondays and Fridays, you are required to attend your entire schedule (First through Eighth periods, and Zero period if you have one) on Google Meet. Essentially, it’s an entire day of school, but just done virtually. These virtual days will follow a **Modified Regular Day Schedule**.

Then, depending on which Team you’ve been assigned (Red, White, or Blue) you will come to school on your designated day: Red on Tuesday, White on Wednesday, and Blue on Thursday. (Except where indicated on the Hybrid Learning School Calendar to accommodate school closures. See week of November 23rd and December 21st.) These in-person days will follow the **Modified Half Day Schedule**. These are the closest to normal days we can possibly have while following the CDC Guidelines and the Governor’s Executive Order. These are the days to see your teachers in person and *safely* and *socially distantly* walk the hallways of Passaic Valley.

When you do not have to report to school for an in-person day (ie: Red Team is home on Wednesday and Thursday), you will have lessons/activities/assignments to complete on Google Classroom. Your teachers will post these assignments at 8:00am and they will let you know when they are due.

This document outlines what you need to know as a student about Passaic Valley’s Hybrid Instructional Model. What does this look like for you? What are you expected to do? How are you expected to behave? How will you be graded? All of those questions are answered here.

We are all in this together. As we approach a school year unlike any other, Passaic Valley is with you and wants to give you the closest to *normal* experience with the best type of instruction that we can while making your health and safety our top priority.
# Weekly Hybrid/Virtual Model

<table>
<thead>
<tr>
<th>Teams*</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full Day Modified Bell Schedule</td>
<td>Half Day Modified Bell Schedule</td>
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<td>Half Day Modified Bell Schedule</td>
<td>Full Day Modified Bell Schedule</td>
</tr>
<tr>
<td>Students:</td>
<td>Period 0-7:15 8:00-2:30</td>
<td>Students: Period 0-7:30 8:00-12:46** Faculty: 8:00-3:05</td>
<td>Students: Period 0-7:30 8:00-12:46** Faculty: 8:00-3:05</td>
<td>Students: Period 0-7:30 8:00-12:46** Faculty: 8:00-3:05</td>
<td>Students: Period 0-7:15 8:00-2:30</td>
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<tr>
<td>Faculty:</td>
<td>8:00-3:05</td>
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<td>8:00-3:05</td>
<td>8:00-2:30</td>
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<tr>
<td></td>
<td>Approximately 6hrs. of instruction</td>
<td>Approximately 4hrs. of instruction</td>
<td>Approximately 4hrs. of instruction</td>
<td>Approximately 4hrs. of instruction</td>
<td>Approximately 6hrs. of instruction</td>
</tr>
<tr>
<td>Red Team</td>
<td>Virtual</td>
<td>In-School</td>
<td>Virtual</td>
<td>Virtual</td>
<td>Virtual</td>
</tr>
<tr>
<td>White Team</td>
<td>Virtual</td>
<td>Virtual</td>
<td>In-School</td>
<td>Virtual</td>
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<td>Blue Team</td>
<td>Virtual</td>
<td>Virtual</td>
<td>Virtual</td>
<td>In-School</td>
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<tr>
<td>Teachers</td>
<td>Virtual***</td>
<td>In-School</td>
<td>In-School</td>
<td>In-School</td>
<td>Virtual***</td>
</tr>
</tbody>
</table>

**Mondays and Fridays:** Students will virtually meet with all teachers on Google Meet/Microsoft Teams (the approved video conferencing programs) following their regular academic schedule. Provisions for lunches on Mondays and Fridays are being made.

**Tuesday, Wednesday, & Thursday:** Teams will attend school in-person on their assigned day. Teams that are not in-school on a particular day complete their daily lesson and activities on Google Classroom within the timeframe assigned by the teacher. From 1:30-3:05, teachers will provide feedback to students, attend Professional Development, Department Meetings, and Faculty Meetings as scheduled.

*Please note, the week of November 23rd and December 21st have adjusted schedules due to the school calendar. See calendar on Page 4.*

**Students who choose to be virtual:** Students will be assigned a Red, White, or Blue Team, but remain home on the in-school day. An additional daily lesson/activity will be assigned in-lieu of the in-school instruction.

- Attendance will be taken and District Attendance Policy will be enforced.
- Bergen/PV ABA Program will attend school Monday through Friday.

**Notes:**
- *Student Teams can be found on RealTime. Siblings are on the same team.
- **There is a grab-and-go lunch option in the cafeteria for students from 12:46pm-1:30pm.
- ***There will be a rotating schedule for teachers to report to campus on Monday and Friday to hold their videoconferences. Upon completion of our technology infrastructure upgrade, all faculty will report 5 days a week.
# Restart & Recovery Plan

## Hybrid Learning School Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>Staff Only</td>
</tr>
<tr>
<td>7</td>
<td>Labor Day</td>
</tr>
<tr>
<td>8-9</td>
<td>&quot;A&quot; Student Group Report</td>
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<tr>
<td>10-11</td>
<td>&quot;C&quot; Student Group Report</td>
</tr>
<tr>
<td>12</td>
<td>&quot;B&quot; (virtual) day for all students and staff</td>
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**September 2021**

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**October 2021**

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**January 2022**

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**June 2022**

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**Key**

- Red Cohort
- White Cohort
- Teacher PD
- Blue Cohort
- Vacation/School Closed
- Virtual Day
## Hybrid Model
### Full Day Modified Bell Schedule
(Monday & Friday)

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero Period</td>
<td>7:15am - 7:58am</td>
</tr>
<tr>
<td>Teacher Sign In</td>
<td>8:00am</td>
</tr>
<tr>
<td>First Period</td>
<td>8:04am - 8:47am</td>
</tr>
<tr>
<td>Homeroom</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>Sign-in required 8:00 - 8:30am</td>
</tr>
<tr>
<td>Faculty</td>
<td>Record attendance in Realtime 8:51 - 9:01am</td>
</tr>
<tr>
<td>Second Period</td>
<td>9:05am - 9:48am</td>
</tr>
<tr>
<td>Third Period</td>
<td>9:52am - 10:35am</td>
</tr>
<tr>
<td>Fourth Period</td>
<td>10:39am - 11:22am</td>
</tr>
<tr>
<td>Fifth Period</td>
<td>11:26am - 12:09pm</td>
</tr>
<tr>
<td>Sixth Period</td>
<td>12:13pm - 12:56pm</td>
</tr>
<tr>
<td>Seventh Period</td>
<td>1:00pm - 1:43pm</td>
</tr>
<tr>
<td>Eighth Period</td>
<td>1:47pm - 2:30pm</td>
</tr>
</tbody>
</table>
## RESTART & RECOVERY PLAN

### Hybrid
#### Half Day Modified Bell Schedule
**(Tuesday, Wednesday, & Thursday)**

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero Period</td>
<td>7:30am - 8:00am</td>
</tr>
<tr>
<td>First Period</td>
<td>8:04am - 8:34am</td>
</tr>
<tr>
<td>Homeroom</td>
<td></td>
</tr>
<tr>
<td>In-Person (in the building)</td>
<td>8:38am - 8:48am</td>
</tr>
<tr>
<td>Virtual (at home)</td>
<td>Sign-in required 8:00 - 8:30am</td>
</tr>
<tr>
<td>Second Period</td>
<td>8:52am - 9:22am</td>
</tr>
<tr>
<td>Third Period</td>
<td>9:26am - 9:56am</td>
</tr>
<tr>
<td>Fourth Period</td>
<td>10:00am - 10:30am</td>
</tr>
<tr>
<td>Fifth Period</td>
<td>10:34am - 11:04am</td>
</tr>
<tr>
<td>Sixth Period</td>
<td>11:08am - 11:38am</td>
</tr>
<tr>
<td>Seventh Period</td>
<td>11:42am - 12:12pm</td>
</tr>
<tr>
<td>Eighth Period</td>
<td>12:16pm - 12:46pm</td>
</tr>
<tr>
<td>Grab and Go Lunch</td>
<td>12:46pm - 1:30pm</td>
</tr>
<tr>
<td>Teacher Prep/Meetings</td>
<td>1:30pm - 3:05 pm</td>
</tr>
</tbody>
</table>
Sample Hybrid Week

We know this can be a bit confusing, so here is a breakdown of what you can expect in this new Hybrid Model.

<table>
<thead>
<tr>
<th></th>
<th>Monday (Regular Schedule)</th>
<th>Tuesday (Modified Half Day Schedule)</th>
<th>Wednesday (Modified Half Day Schedule)</th>
<th>Thursday (Modified Half Day Schedule)</th>
<th>Friday (Regular Schedule)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-person</td>
<td>X</td>
<td>RED</td>
<td>WHITE</td>
<td>BLUE</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Face to face lesson with your teacher.</td>
<td></td>
<td>Face to face lesson with your teacher.</td>
<td></td>
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</tr>
<tr>
<td>Virtual</td>
<td>ALL</td>
<td>WHITE/BLUE</td>
<td>RED/BLUE</td>
<td>RED/WHITE</td>
<td>ALL</td>
</tr>
<tr>
<td></td>
<td>LIVE Google Meet: You will meet with your teacher live on Google Meet. You are required to attend! If you do not attend you will be marked for a cut and your weekly engagement grade will be impacted. See the attached engagement rubric.</td>
<td>Your teacher will assign you work on Google Classroom to complete. This work will be posted by 8:00 AM and must be completed by the specified time.</td>
<td>Your teacher will assign you work on Google Classroom to complete. This work will be posted by 8:00 AM and must be completed by the specified time.</td>
<td>Your teacher will assign you work on Google Classroom to complete. This work will be posted by 8:00 AM and must be completed by the specified time.</td>
<td>LIVE Google Meet: You will meet with your teacher live on Google Meet. You are required to attend! If you do not attend you will be marked for a cut and your weekly engagement grade will be impacted. See the attached engagement rubric.</td>
</tr>
</tbody>
</table>

Here are some examples of what you may be doing during your Hybrid School Week...
**RESTART & RECOVERY PLAN**

**Red Team:**
Monday: Video conference lesson on Google Meet or assessment (from home); follow ENTIRE schedule like a Regular school day
Tuesday: In the classroom! (Yay!)
Wednesday: Online activity, independent work, watching video from teacher (at home)
Thursday: Online activity, independent work, watching video from teacher (at home)
Friday: Video conference lesson on Google Meet or assessment (from home); follow ENTIRE schedule like a Regular school day

**White Team:**
Monday: Video conference lesson on Google Meet or assessment (from home); follow ENTIRE schedule like a Regular school day
Tuesday: Online activity, independent work, watching video from teacher (at home)
Wednesday: In the classroom! (Yay!)
Thursday: Online activity, independent work, watching video from teacher (at home)
Friday: Video conference lesson on Google Meet or assessment (from home); follow ENTIRE schedule like a Regular school day

**Blue Team:**
Monday: Video conference lesson on Google Meet or assessment (from home); follow ENTIRE schedule like a Regular school day
Tuesday: Online activity, independent work, watching video from teacher (at home)
Wednesday: Online activity, independent work, watching video from teacher (at home)
Thursday: In the classroom! (Yay!)
Friday: Video conference lesson on Google Meet or assessment (from home); follow ENTIRE schedule like a Regular school day

**Full Virtual Team (Students who are full virtual will still be placed in a color team and follow that schedule with an alternate assignment given on the day their color cohort meets).**
Video Conferencing Protocols and Rules

This year will be different than the end of last school year. There will be required video conferences that you MUST attend. Video conferencing will be on Google Meet or Microsoft Teams (NO Zoom!).

Here are the rules that you must follow while participating in the required video conferences:

1. Join the video conference on time! Just like you need to get to class before the bell rings, you must show up to the video conference on time.
2. You must have your camera turned on. Why? Your teachers want to see you and interact with you during the video conference.
3. Turn your microphone off! This ensures that we aren’t all talking over each other. But, your teacher may ask you to unmute to talk during the video conference. If you are asked to unmute, please unmute! It’s like the teacher is calling on you in class.
4. You must follow the student dress code outlined in the Student Handbook.
5. Please join the video conference on your computer/tablet/iPad, NOT your phone.
6. You are not allowed to be on your cell phone during the video conference. The same rules apply as if you are in a physical classroom.
7. If you need to step out of the video conference at any point, please either type in the chat or unmute yourself to ask your teacher permission to step away.
8. Please find an appropriate (please don’t be laying in your bed) and quiet area in your home to utilize as your “classroom” space. Please make sure you are free of any distractions and loud noises.
9. You are expected to participate in the video conference and exhibit proper behavior. This is outlined in the Student Engagement Rubric which is now a part of the Grading Criteria for each of your classes.
How to Join a Google Meet

1. During the appropriate class time, go to your Google Classroom for that class.
2. At the top of your classroom, your teacher will turn on a “link”. See below:

3. Click on the link to join the call. A new tab will open to give you the opportunity to mute your microphone and turn your camera on.

4. Select: to join the call

Grading Categories and Weights

Effective September 2020, all assignments will be placed in the following three (weighted) classifications:

1. Major Assessments - 45%
2. Minor Assessments - 35%
3. Student Engagement (weekly) - 20%

Midterms and final exams will not be administered during the 2020-2021 school year. Each marking period will make up 25% of the student’s final grade.

<table>
<thead>
<tr>
<th>Sample Marking Period Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>E</td>
</tr>
<tr>
<td>F</td>
</tr>
</tbody>
</table>
Student Engagement Grade

Effective September 2020, your engagement in the digital learning environment will impact your overall grade. This will be assessed using the attached Student Engagement Rubric. Here is what you need to know:

1. Your participation and the quality of your contributions during video conferences will impact your weekly engagement grade.
2. Your attendance and promptness (don’t be late!) to the video conferences will impact your weekly engagement grade.
3. Your completion of your online work also impacts your weekly engagement grade. You will have GRADED assignments and UNGRADED assignments. Just because an assignment is “ungraded” does not mean you don’t have to complete it! Your teachers expect you to complete all the assigned work. These ungraded assignments will ultimately help you improve your graded assignments (practice makes perfect, right!?). So the Engagement Rubric also takes into account your completion of ALL of your assigned work.
4. Academic honesty is also a part of this engagement rubric. Don’t cheat! Don’t plagiarize! Trust thyself!
5. Your behavior on the video conferences will also impact this weekly grade. Adhere to the rules: turn your camera on, mute your microphone, dress appropriately, answer your teacher when prompted.

You will receive an Engagement Grade (out of 20 points) at the end of every week. Then, all of these weekly grades will count for 20% of your overall grade. Below you will find a copy of the student engagement rubric that your teachers will use to determine this grade.

Think about it: you will be online most of the time. You are accountable for your online behavior and the completion of your online assignments. Be responsible for yourself. Manage your time wisely.
## Student Engagement Rubric

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Online Participation/Quality of Contributions:</strong></td>
<td>Student <strong>consistently</strong> offers opinions and answers. Students have a thoughtful answer (right or wrong) when engaged in live sessions. Comments are consistently relevant and reflect understanding of assigned text(s), previous remarks of other students and insights about assigned material.</td>
<td>Student <strong>usually</strong> offers opinions and answers. Students have a thoughtful answer (right or wrong) when engaged in live sessions. Comments are <strong>usually</strong> relevant and reflect understanding of assigned text(s), previous remarks of other students and insights about assigned material.</td>
<td>Student <strong>sometimes</strong> offers opinions and answers. Students have a thoughtful answer (right or wrong) when engaged in live sessions. Comments are <strong>sometimes</strong> relevant and reflect understanding of assigned text(s), previous remarks of other students and insights about assigned material.</td>
<td>Student <strong>rarely</strong> offers opinions and answers. Students have a thoughtful answer (right or wrong) when engaged in live sessions. Comments are <strong>rarely</strong> relevant and reflect understanding of assigned text(s), previous remarks of other students and insights about assigned material.</td>
<td>Student <strong>ignores</strong> or interrupts the speaker and does not ask questions or make comments at appropriate times. No contribution are made by the student.</td>
</tr>
<tr>
<td><strong>Assignment Completion:</strong></td>
<td>Percentage of weekly ungraded assignments that are completed.</td>
<td>Student is turning in <strong>80% - 100%</strong> of work assigned.</td>
<td>Student is turning in <strong>79% - 60%</strong> of work assigned.</td>
<td>Student is turning in <strong>59% - 40%</strong> of work assigned.</td>
<td>Student is turning in <strong>39% - 10%</strong> of work assigned.</td>
</tr>
<tr>
<td><strong>Virtual Attendance:</strong></td>
<td>Student attends video conferences and arrives on time.</td>
<td>Attends all video conferences &amp; logs in on time.</td>
<td>Attends some video conferences but is often late.</td>
<td>Misses most video conferences and/or is always late.</td>
<td>Doesn’t attend video conferences.</td>
</tr>
<tr>
<td><strong>Online Academic Honesty:</strong></td>
<td>No evidence of cheating or plagiarism. All work is original to student and/or student properly cited all resources.</td>
<td>Evidence of cheating or plagiarism is present and/or student did not cite their resources.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Video conference Behavior:</strong></td>
<td>Student <strong>always</strong> follows all of the rules for video conferencing: camera on, mic muted, unmute when asked, dress code appropriate, not on a cell phone, not interrupting others, on a computer/tablet.</td>
<td>Student <strong>sometimes</strong> follows all of the rules for video conferencing: camera on, mic muted, unmute when asked, dress code appropriate, not on a cell phone, not interrupting others, on a computer/tablet.</td>
<td>Student <strong>rarely</strong> follows all of the rules for video conferencing: camera on, mic muted, unmute when asked, dress code appropriate, not on a cell phone, not interrupting others, on a computer/tablet.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Virtual Code of Conduct

Teachers reserve the right to address your virtual behavior how they see fit. Certain actions (absences, tardiness, online behavior, cheating, plagiarism) will be reflected in your Engagement Grade. (See the Student Engagement Rubric) Remember: this grade counts as 20% of your overall grade for the Marking Period! Behave accordingly!

**Cheating:** If a teacher has reason to suspect that you cheated (utilized/copied a digital resource, copy and paste from another source, copy and submit another student’s work, submitted the same answers as another student, plagiarism...you get our point) that teacher can do the following:

First suspected offense of cheating: A teacher can ask you to re-take/re-submit a new version of the assignment/assessment. Teacher will notify your parents/guardians and your Guidance Counselor.

Subsequent Offenses: As stated in the Student Handbook, the penalty is a grade of a zero on the particular assignment and reporting of the issue to school administrators, Guidance Counselor, and your Parents/Guardians. Repeat offenders may be subject to a failing grade for the marking period, or no credit for the course for any further transgression.
Introduction

What educators have known about teaching has changed, and it changed quickly. As the staff of Passaic Valley Regional High School, teachers must dedicate themselves to creating the best type of learning experience within the confines of the new reality. In the Hybrid Instructional Model, where instruction combines face-to-face interaction and online teaching, the methods once used in “traditional” classrooms must be adapted. Teachers have to be sure that face-to-face time is thoughtfully utilized while also planning their digital time wisely. This can seem daunting. The key to taking full advantage of this new situation lies in the planning.

The teaching and learning experience offered during the 20-21 school year will be markedly different than what it was from March through June of last year. Here are the biggest differences:

On Mondays and Fridays, teachers will go through your entire schedule (Zero through Eighth periods) on Google Meet. Essentially, it is an entire day of school but just done virtually. These virtual days will follow a Modified Regular Day Schedule (Page 5).

Then, on Tuesdays, Wednesdays, and Thursdays, teachers will meet with roughly a third of their students in-person. Students will be assigned a Team (Red, White, or Blue) and come to school on their designated days: Red on Tuesday, White on Wednesday, and Blue on Thursday. These in-person days will follow the Modified Half Day Schedule (Page 6). These are the closest to normal days that Passaic Valley can possibly offer following CDC Guidelines and the Governor’s Executive Orders. These are the days to see students in person and for them to *safely* and *socially distantly* walk the hallways of Passaic Valley.

For the students who do not have to report to school for an in-person day (ie: Red Team is home on Wednesday and Thursday), teachers must post lessons/activities/assignments for them to complete through Google Classroom by 8:00am and let them know when they are due.

On these days, Tuesdays, Wednesdays, and Thursdays from 1:30-3:05, teachers will be given time to provide feedback to students, attend Professional Development, Department Meetings, and Faculty Meetings as scheduled.

This document outlines what teachers need to know about Passaic Valley’s Hybrid Instructional Model. What does this look like? What is expected of our staff? How are they expected to hold their students accountable? How will grades be determined? All of these questions are answered here.

We are all in this together. As we approach a school year unlike any other, Passaic Valley is with you and wants to give our students the closest to *normal* experience with the best type of instruction that we can while making your health and safety our top priority.
# Weekly Hybrid/Virtual Model

<table>
<thead>
<tr>
<th>Teams*</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full Day</td>
<td>Half Day</td>
<td>Half Day</td>
<td>Half Day</td>
<td>Full Day</td>
</tr>
<tr>
<td></td>
<td>Modified Bell Schedule</td>
<td>Modified Bell Schedule</td>
<td>Modified Bell Schedule</td>
<td>Modified Bell Schedule</td>
<td>Modified Bell Schedule</td>
</tr>
<tr>
<td></td>
<td>Students: Period 0-7:15 8:00-2:30 Faculty: 8:00-3:05</td>
<td>Students: Period 0-7:30 8:00-12:46** Faculty: 8:00-3:05</td>
<td>Students: Period 0-7:30 8:00-12:46** Faculty: 8:00-3:05</td>
<td>Students: Period 0-7:30 8:00-12:46** Faculty: 8:00-3:05</td>
<td>Students: Period 0-7:15 8:00-2:30 Faculty: 8:00-3:05</td>
</tr>
<tr>
<td></td>
<td>Approximately 6hrs. of instruction</td>
<td>Approximately 4hrs. of instruction</td>
<td>Approximately 4hrs. of instruction</td>
<td>Approximately 4hrs. of instruction</td>
<td>Approximately 6hrs. of instruction</td>
</tr>
<tr>
<td>Red Team</td>
<td>Virtual</td>
<td>In-School</td>
<td>Virtual</td>
<td>Virtual</td>
<td>Virtual</td>
</tr>
<tr>
<td>White Team</td>
<td>Virtual</td>
<td>Virtual</td>
<td>In-School</td>
<td>Virtual</td>
<td>Virtual</td>
</tr>
<tr>
<td>Blue Team</td>
<td>Virtual</td>
<td>Virtual</td>
<td>Virtual</td>
<td>In-School</td>
<td>Virtual</td>
</tr>
<tr>
<td>Teachers</td>
<td>Virtual***</td>
<td>In-School</td>
<td>In-School</td>
<td>In-School</td>
<td>Virtual***</td>
</tr>
</tbody>
</table>

**Mondays and Fridays:** Students will virtually meet with all teachers on Google Meet/Microsoft Teams (the approved video conferencing programs) following their regular academic schedule. Provisions for lunches on Mondays and Fridays are being made.

**Tuesday, Wednesday, & Thursday:** Teams will attend school in-person on their assigned day. Teams that are not in-school on a particular day complete their daily lesson and activities on Google Classroom within the timeframe assigned by the teacher. From 1:30-3:05, teachers will provide feedback to students, attend Professional Development, Department Meetings, and Faculty Meetings as scheduled.

**Students who choose to be virtual:** Students will be assigned a Red, White, or Blue Team, but remain home on the in-school day. An additional daily lesson/activity will be assigned in-lieu of the in-school instruction.

- Attendance will be taken and District Attendance Policy will be enforced.
- Bergen/PV ABA Program will attend school Monday through Friday.

**Notes:**

*Student Teams can be found on RealTime. Siblings are on the same team.

**There is a grab-and-go lunch option in the cafeteria for students from 12:46pm-1:30pm.

***There will be a rotating schedule for teachers to report to campus on Monday and Friday to hold their videoconferences. Upon completion of our technology infrastructure upgrade, all faculty will report 5 day a week.
## Restart & Recovery Plan

### Hybrid Learning School Calendar

<table>
<thead>
<tr>
<th>Month</th>
<th>Days: 3/17 1/21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>September '20</strong></td>
<td></td>
</tr>
<tr>
<td>1-4</td>
<td>Staff Only</td>
</tr>
<tr>
<td>5</td>
<td>Labor Day</td>
</tr>
<tr>
<td>6</td>
<td>“A” Student Group Report</td>
</tr>
<tr>
<td>7</td>
<td>“B” Student Group Report</td>
</tr>
<tr>
<td>8</td>
<td>“C” Student Group Report</td>
</tr>
<tr>
<td>9</td>
<td>“D” (Virtual) Day for all students and staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Month</th>
<th>Days: 3/19 3/23</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>October '20</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Halloween</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Month</th>
<th>Days: 3/25 3/29</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>November '20</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Election Day-School Closed</td>
</tr>
<tr>
<td>2</td>
<td>NUSA Convention-School Closed</td>
</tr>
<tr>
<td>3</td>
<td>Thanksgiving Day</td>
</tr>
<tr>
<td>4</td>
<td>Thanksgiving Recess</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Month</th>
<th>Days: 3/16 3/14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>December '20</strong></td>
<td></td>
</tr>
<tr>
<td>24-31</td>
<td>Winter Break</td>
</tr>
<tr>
<td>25</td>
<td>Christmas Day</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Month</th>
<th>Days: 3/17 3/17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January '21</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Month</th>
<th>Days: 3/20 3/24</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>February '21</strong></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Presidents' Day</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Month</th>
<th>Days: 3/26 3/26</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>March '21</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Month</th>
<th>Days: 3/26 3/26</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>April '21</strong></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Good Friday</td>
</tr>
<tr>
<td>4</td>
<td>Easter Sunday</td>
</tr>
<tr>
<td>3-9</td>
<td>Spring Break</td>
</tr>
<tr>
<td>12</td>
<td>School Reopens</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Month</th>
<th>Days: 3/29 3/31</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>May '21</strong></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Memorial Day</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Month</th>
<th>Days: 3/30 3/26</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>June '21</strong></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Graduation-Test Day for students and staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Month</th>
<th>Days: 3/14 3/14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>July '21</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Key

- Red = Red Cohort
- White = White Cohort
- Blue = Blue Cohort
- Green = Vacation/School Closed
- Orange = Teacher PD
- Purple = Virtual Day

Total days: 3/164 3/100
# Hybrid Model
## Full Day Modified Bell Schedule
### (Monday & Friday)

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero Period</td>
<td>7:15am - 7:58am</td>
</tr>
<tr>
<td>Teacher Sign In</td>
<td>8:00am</td>
</tr>
<tr>
<td>First Period</td>
<td>8:04am - 8:47am</td>
</tr>
<tr>
<td>Homeroom</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>Sign-in required 8:00 - 8:30am</td>
</tr>
<tr>
<td>Faculty</td>
<td>Record attendance in Realtime 8:51 - 9:01am</td>
</tr>
<tr>
<td>Second Period</td>
<td>9:05am - 9:48am</td>
</tr>
<tr>
<td>Third Period</td>
<td>9:52am - 10:35am</td>
</tr>
<tr>
<td>Fourth Period</td>
<td>10:39am - 11:22am</td>
</tr>
<tr>
<td>Fifth Period</td>
<td>11:26am - 12:09pm</td>
</tr>
<tr>
<td>Sixth Period</td>
<td>12:13pm - 12:56pm</td>
</tr>
<tr>
<td>Seventh Period</td>
<td>1:00pm - 1:43pm</td>
</tr>
<tr>
<td>Eighth Period</td>
<td>1:47pm - 2:30pm</td>
</tr>
</tbody>
</table>
## Hybrid

### Half Day Modified Bell Schedule
(Tuesday, Wednesday, & Thursday)

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero Period</td>
<td>7:30am - 8:00am</td>
</tr>
<tr>
<td>First Period</td>
<td>8:04am - 8:34am</td>
</tr>
<tr>
<td>Homeroom</td>
<td></td>
</tr>
<tr>
<td>In-Person (in the building)</td>
<td>8:38am - 8:48am</td>
</tr>
<tr>
<td>Virtual (at home)</td>
<td>Sign-in required 8:00 - 8:30am</td>
</tr>
<tr>
<td>Second Period</td>
<td>8:52am - 9:22am</td>
</tr>
<tr>
<td>Third Period</td>
<td>9:26am - 9:56am</td>
</tr>
<tr>
<td>Fourth Period</td>
<td>10:00am - 10:30am</td>
</tr>
<tr>
<td>Fifth Period</td>
<td>10:34am - 11:04am</td>
</tr>
<tr>
<td>Sixth Period</td>
<td>11:08am - 11:38am</td>
</tr>
<tr>
<td>Seventh Period</td>
<td>11:42am - 12:12pm</td>
</tr>
<tr>
<td>Eighth Period</td>
<td>12:16pm - 12:46pm</td>
</tr>
<tr>
<td>Grab and Go Lunch</td>
<td>12:46pm - 1:30pm</td>
</tr>
<tr>
<td>Teacher Prep/Meetings</td>
<td>1:30pm - 3:05 pm</td>
</tr>
</tbody>
</table>
Designating Students Based on Team in Realtime

1. Determining the color codes of each of your students
   a. Scheduling
      - Scheduling
      - Post Scheduler List / Class List
      - Change “Group Type” to “High School Teams”
      - Choose color or select “All”
      - Suppress details not pertinent to your query to streamline report
RESTART & RECOVERY PLAN

2. Pairing color codes with students in Realtime’s Gradebook
   a. In Gradebook, select “Maintain Workgroups” in the left sidebar

   b. Establish the following groups:
      i. In Workgroup ID:
      ii. In Workgroup Description:
      iii. For Color Code, select the side box and scroll to desired color
      iv. In Copy to: Check off all courses
c. In Gradebook, select “Student Workgroups” in the left sidebar.

d. Select the appropriate workgroup next to each student.

e. Printing the report will help to expedite this process.
Video Conferencing Protocols

It is required that all teachers conduct video conferences with all of their classes on Mondays and Fridays.

1. Approved Video Conferencing Programs
   a. Google Meet (prefered)
   b. Microsoft Teams (optional)

2. Scheduling Video Conferences
   a. Hybrid Instructional Model: Two times per week, Monday and Friday.
   b. If the entire school must follow a Virtual Schedule: Every day according to Virtual Schedule (A & B days).

3. How to Generate a Google Meet link within Google Classroom
   a. Click Generate Link
   b. How to hide the link (if you don’t want students hanging out unsupervised)
   c. Click the gear icon
   d. Toggle off Visible To Students
   e. Make sure to toggle on when you want them to access the link again

3. Video Conferencing Participation/grading/protocols (Engagement rubric)
   Students must follow the below guidelines to participate in online video conferencing:
   a. Report on time
   b. Students must have their cameras on at all times with their face visible, and their microphones must be muted, unless prompted to unmute.
   c. Students must follow the dress code: School dress code is in effect.
   d. Students are not allowed to be on their cell phones. Video conferences are the same as a traditional face-to-face class. The same cell phone rules apply as if the students are in your classroom.
   e. Students must be on a computer or tablet, students cannot be on a mobile device. (If a student must be on his/her mobile device, he/she must get prior approval from the teacher.)
f. If students need to leave the video conference during class, they must ask the teacher (either unmute or in the chat), they cannot just get up and leave.
g. Students must make an effort to find an area that is free of distractions and noises.
h. Students are expected to participate in virtual class as if they are in a physical class. This will be reflected in the student’s weekly participation grade.

4. Tardy/late sign on
   a. If a student is 10 minutes late they must be marked for a cut.
   b. Students that are frequently tardy to video conferences should be disciplined according to the teacher’s discretion. Tardiness will be reflected in the students Weekly Engagement Grade. See guidelines in the Student Engagement Rubric.

**Grading Categories and Weights**

This is a Passaic Valley school wide standard that must be followed by all faculty members. This will be pre programmed in your gradebook, you do not need to set this up on your own.

1. Major Assessments(Summative) - 45%
2. Minor Assessments(Formative) - 35%
3. Student Engagement (weekly)- 20%

<table>
<thead>
<tr>
<th>Sample Marking Period Grades</th>
<th>Major</th>
<th>Minor</th>
<th>Participation</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>64</td>
</tr>
<tr>
<td>Student B</td>
<td>60</td>
<td>60</td>
<td>100</td>
<td>68</td>
</tr>
<tr>
<td>Student C</td>
<td>75</td>
<td>75</td>
<td>90</td>
<td>78</td>
</tr>
<tr>
<td>Student D</td>
<td>90</td>
<td>100</td>
<td>0</td>
<td>76</td>
</tr>
<tr>
<td>Student E</td>
<td>90</td>
<td>95</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Student F</td>
<td>85</td>
<td>85</td>
<td>90</td>
<td>86</td>
</tr>
</tbody>
</table>
RESTART & RECOVERY PLAN

Assessments

*No midterms and final exams will be administered.*
Each marking period will make up 25% of the student’s final grade.

1. SGO assessments will be based on three exams of your choosing. One exam per marking period and must be administered through Link-It (or AP Classroom for AP classes).
2. Major/Minor Assessments (15-20 each marking period):
   a. Examples- How a teacher categorizes these are at the teacher’s discretion
      i. Quizzes
      ii. Tests
      iii. Pieces of writing (essays/reports)
      iv. Projects
      v. Homework/Independent work
   b. Frequency
      i. 15-20 equally dispersed throughout the marking period
      ii. Marking Periods are 9-10 weeks long
      iii. In Hybrid Model: In order to maximize face-to-face in person class time, any assessment that you would normally give during a full-class period can ONLY be given on Mondays and Fridays-(See Assessment Schedule by Department)
   c. Student Engagement Assessment (See Student Engagement rubric for grading criteria)
      i. All teachers will use the Student Engagement Rubric to assess weekly virtual engagement.
         1. Weekly Student Engagement grades need to be entered on a weekly basis and must be kept up to date.
         2. The weekly Student Engagement grades count for 20% of the overall marking period grade
      ii. The Student Engagement Rubric was designed to hold students accountable for their participation and behavior in the digital learning environment
## Student Engagement Rubric

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Online Participation/Quality of Contributions:</strong></td>
<td><strong>Student consistently offers opinions and answers. Students have a thoughtful answer (right or wrong) when engaged in live sessions. Comments are consistently relevant and reflect understanding of assigned text(s); previous remarks of other students and insights about assigned material.</strong></td>
<td><strong>Student usually offers opinions and answers. Students have a thoughtful answer (right or wrong) when engaged in live sessions. Comments are usually relevant and reflect understanding of assigned text(s); previous remarks of other students and insights about assigned material.</strong></td>
<td><strong>Student sometimes offers opinions and answers. Students have a thoughtful answer (right or wrong) when engaged in live sessions. Comments are sometimes relevant and reflect understanding of assigned text(s); previous remarks of other students and insights about assigned material.</strong></td>
<td><strong>Student rarely offers opinions and answers. Students have a thoughtful answer (right or wrong) when engaged in live sessions. Comments are rarely relevant and reflect understanding of assigned text(s); previous remarks of other students and insights about assigned material.</strong></td>
<td><strong>Student ignores or interrupts the speaker and does not ask questions or make comments at appropriate times. No contribution are made by the student.</strong></td>
</tr>
<tr>
<td><strong>Assignment Completion:</strong> Percentage of weekly ungraded assignments that are completed</td>
<td>Student is turning in 80% - 100% of work assigned</td>
<td>Student is turning in 79% - 60% of work assigned</td>
<td>Student is turning in 59% - 40% of work assigned</td>
<td>Student is turning in 39% - 10% of work assigned</td>
<td>Student is turning in 9% - 0% of work assigned</td>
</tr>
<tr>
<td><strong>Virtual Attendance:</strong> Student is attending video conferences and logs in on time.</td>
<td>Attends all video conferences and logs in on time</td>
<td>Attends all video conferences but is frequently late</td>
<td>Misses some video conferences and/or is frequently late</td>
<td>Misses most video conferences and/or is always late</td>
<td>Doesn't attend video conferences</td>
</tr>
<tr>
<td><strong>Online Academic Honesty:</strong> Students shows independent thinking in work.</td>
<td>No evidence of cheating or plagiarism. All work is original to student and/or student properly cited all resources.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Evidence of cheating or plagiarism is present and/or student did not cite their resources.</td>
</tr>
<tr>
<td><strong>Video Conference Behavior:</strong> Student follows the specified protocol and rules for video conferencing as outlined in the Student Handbook.</td>
<td>Student always follows all of the rules for video conferencing: camera on, mic muted, unmute when asked, dress code appropriate, not on a cell phone, not interrupting others, on a computer/tablet</td>
<td>Student sometimes follows all of the rules for video conferencing: camera on, mic muted, unmute when asked, dress code appropriate, not on a cell phone, not interrupting others, on a computer/tablet</td>
<td>Student rarely follows all of the rules for video conferencing: camera on, mic muted, unmute when asked, dress code appropriate, not on a cell phone, not interrupting others, on a computer/tablet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Virtual Code of Conduct

1. Cheating
   a. First offense: if a teacher has valid reason to suspect a student of cheating, the teacher can request that student to take another version of the assessment.
   b. Second and subsequent offenses: it is at the discretion of the teacher, but the teacher can then assign a zero for that assignment(s).
      iii. Teachers should also follow procedures in the Student Handbook by contacting parents and Guidance Counselors about cheating.
   d. Academic Honesty is also part of the Student Engagement Rubric.
Meeting Goals/Outcomes: The goal of the task force is to develop standard operating procedures and protocols, aligned with district policies and health and safety guidelines, to make decisions that best serve our students and staff through the health crisis.

<table>
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<tr>
<th>Agenda/Topics for Discussion</th>
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<tbody>
<tr>
<td>Call to Order</td>
<td>J. Cardillo</td>
<td>1 minute</td>
<td>Dr. Cardillo called the meeting to order and welcomed committee members. Dr. Cardillo presented the agenda and meeting goal of developing standard operating procedures and protocols aligned with district policies and health and safety guidelines.</td>
</tr>
<tr>
<td>Welcome</td>
<td></td>
<td></td>
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<tr>
<td>1:12 pm</td>
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</tbody>
</table>

Attendees:
Dr. JoAnn Cardillo, Superintendent
Mr. Colin Monahan, Business Administrator
Mr. Luke Damiano, Board of Education
Ms. Lina Salluce, School Nurse
Ms. Vicki Coyle, School Nurse
Chief Steven Post, Little Falls Police Department
Dr. Charlene Gungil, Passaic County Health Officer/Director of the County Health Department
Mr. John E. Biegel, Health Officer/Director of Human Services, City of Clifton
Ms. Jennifer Kidd, Health Services Coordinator, City of Clifton
Ms. Sharon DiPasquale, Parent/Community Member
Mr. Timothy Platt, Supervisor of Building and Grounds
Mr. Michael Paternoster, Director of Special Education
Ms. Tara Torres, Director of Student Personnel Services
Dr. Joseph Vitale, School Physician
Ms. Kelly Carmichael, Director of Teen Center
Ms. Patricia Palmiere, Supervisor of Career and Technical Education
Dr. Cardillo discussed the 2020-2021 school calendar which will be presented for approval by the Passaic Valley Board of Education on Tuesday, July 28, 2020.

- The school calendar includes four professional development days for the school year (September 1-4). Students begin the school year on September 8, 2020. Professional development will focus on the hybrid model, training in technology and health and safety protocols.

- Freshmen orientation has been rescheduled to earlier dates from August 18-August 20th. Passaic Valley will follow the same model used for its outside graduation ceremony. On the outside football field, Passaic Valley will welcome its incoming freshmen and parents. In small groups, students and parents will then tour the building and receive assistance with technology (Bring Your Own Device program).

- Freshmen Orientation includes students who are transferring to Passaic Valley. Dr. Cardillo welcomes students and parents who have transferred to Passaic Valley.

Dr. Cardillo presented highlights of parent survey that includes 776 responses from 1,050 students.

- *Has your family been personally impacted by the Covid-19 Pandemic?*
  71% replied no to this question, which means that over a quarter of our families are dealing with situations. Dr. Cardillo explained such situations have not yet been determined but may include medical or financial concerns.

- *Do you have circumstances that may prevent you from sending your child to Passaic Valley for the 2020-2021 school year?*
  84% of parents replied no and 16% replied yes. Passaic Valley will support our families when school begins through our Guidance Department, Special Education Department and Teen Center.
### RESTART & RECOVERY PLAN

- **Have you seen a change in your child’s daily behavior during the online distance learning that took place this year?**
  - Dr. Cardillo explained the responses were a 50/50 split with 52% no and 48% yes, which indicates the social emotional component to our plan must be a priority for our students. Dr. Cardillo further explained that students need a forum to express their feelings.

- **Do you plan on sending your child back to school in September?**
  - 82% yes and 18% no
  - Dr. Cardillo explained that close to 20% of our population representing up to 200 students are looking for a virtual program. Dr. Cardillo explained that Passaic Valley will provide this option to our parents.

- **How comfortable are you with having your child returning to full time instruction this year should we be able to accommodate based on health and safety guidelines and space availability?**
  - 29% Very Comfortable, 45% Somewhat, 26% Not Comfortable at all
  - Dr. Cardillo explained that the families who are not comfortable reflect the group who did not receive personalized services from March through June.

- **How comfortable are you with having your child work in a blended learning model?**
  - This would ensure that students would be meeting with teachers both virtually (online) and on campus using a daily set school schedule. 85% of the parents are somewhat comfortable with a blended hybrid model.

- Dr. Cardillo explained that Passaic Valley is a Bring Your Own Device District (BYOD). **What device did your child most commonly use during distance learning?**
  - 81% of our students have their own devices.
device that is either an Apple or PC. The remaining 19% (200 students) may need to borrow computers through our library distribution of technology. Dr. Cardillo explained computers will be available for students to check out in September; Passaic Valley Regional High School will no longer have the morning program for students to borrow computers for the day. Dr. Cardillo further explained, through CARES Act funding, Passaic Valley is purchasing replacement laptops and strengthening infrastructure to allow for more classes and staff to have online access simultaneously.

<table>
<thead>
<tr>
<th>Instructional Model Options 1:29 pm</th>
<th>J. Cardillo</th>
<th>1 minute</th>
<th>Dr. Cardillo explained that Passaic Valley Regional High School will deliver a hybrid model of instruction in September. A hybrid model is necessary since secondary schools have a lot of requirements students need to meet.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical COVID Issues 1:30 pm</td>
<td>J. Cardillo L. Salluce V. Coyle</td>
<td>10 minutes</td>
<td>Ms. Salluce and Ms. Coyle thanked Dr. Charlene Gungil, Passaic County Health Officer/Director of the County Health Department, Mr. John E. Biegel, Health Officer/Director of Human Services, City of Clifton, and Ms. Jennifer Kidd, Health Services Coordinator, City of Clifton for attending the task force meeting and for their support. The task force discussed that Passaic Valley's Teen Center is supporting 15 students through the virtual model. Ms. Salluce presented the issue of daily temperature checks upon entering the building. The task force discussed the use of a questionnaire for daily temperature readings. Ms. Salluce also presented the question of the virtual model for medically fragile students and if the option isn't chosen is a medical note required for students at the highest risk. Dr. Cardillo said Passaic Valley will call parents of the students. Dr. Vitale explained a waiver to confirm parent understanding of risks is an option to consider. Mr. Paternoster explained some students in the ABA program may not be able to wear masks. If they are not able to wear masks due to medical reasons, social distancing is required (school and transportation).</td>
</tr>
</tbody>
</table>
Mr. Platt explained bus shields will also help with prevention along with social distancing. Four Passaic Valley buses are totally outfitted with bus shields (four drivers).

Ms. Coyle stated that if the child is medically fragile, we would like to have waiver/forms in place to confirm the parent consulted a physician and they understand the medical concerns. The health office will notify parents if the child has any symptoms so the parent can bring the child to the doctor.

Dr. Cardillo explained Passaic Valley is planning a communication campaign about prevention for students.

Ms. Coyle discussed the importance of educating students about eating foods that boost the immune system, proper rest, nutrition and getting sunlight.

Dr. Cardillo explained a communication campaign will promote a daily morning routine that includes taking your temperature.

<table>
<thead>
<tr>
<th>Personal Protective Equipment</th>
<th>T. Platt</th>
<th>16 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:40 pm</td>
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</table>

Passaic Valley ordered 10,000 face masks, face shields for teachers/staff (worn with masks), gloves, and cleaning supplies. Passaic Valley also will use the Victory system and has increased the number of vendors to open inventory channels and keep pace with a 6-month supply. Four (24 passenger) buses have been outfitted with Safe Shields and all six buses have driver shields. Passaic Valley is also considering UV lights and air scrubbers. Signage will be posted throughout the building to promote social distancing.

Mr. Monahan confirmed that we have enough face shields for every employee in district.

Mr. Paternoster asked about the air conditioners and related health concerns. Mr. Platt reported that all air conditioners will be cleaned and filters replaced. Mr. Platt added that windows will stay open during the day to promote air circulation. Students will be allowed to wear their jackets and coats.
Ms. Kidd said she will share recently distributed studies/information regarding the role of AC and the spread of COVID.

The task force discussed protocol for students and staff who present COVID symptoms and the requirement of isolation and testing prior to returning to school. The task force discussed how the virtual model supports continued instruction/attendance.

Mr. Paternoster asked about the location of the isolation room. The task force scheduled the date of August 7, 2020 for Mr. Biegel and Dr. Gungil to complete a walk through and help determine the best location for an isolation room.

Dr. Cardillo explained that Passaic Valley staff are not contact tracers; it is the role of the Health Department. Passaic Valley has protocols in place to support the contact tracers. The task force discussed the concept of close contact (6 feet for 10 minutes) and being fluid in response. If students are in class together, they are likely in close contact. The public health nurse will contact the school nurse for information.

Dr. Cardillo asked members of the task force if they had questions or concerns.

Ms. DiPasquale said she is pleased with what she is hearing today and does not have any additional concerns. Ms. DiPasquale said parents are eager and willing to help.

Chief Post said plans are well thought out asked about lock down procedures. Dr. Cardillo said that guidance from the State will be forwarded to members of the Leadership Team.

Mr. Damiano said plans are well thought out and inquired about parent communication. Dr. Cardillo said that after the task force meetings, Passaic Valley will develop our plan and share information with our community.

Ms. Morris said everything is well covered and stressed the importance of addressing mental health in the fall.
Mr. Paternoster asked about clarification of reasonable accommodations for staff in school. Dr. Cardillo explained that scheduled workshops, State of NJ and federal guidelines will assist us in serving adults who are compromised in the situation. It will be addressed on a case by case basis.

<table>
<thead>
<tr>
<th>Meeting Adjourned 2:09 pm</th>
<th>J. Cardillo</th>
<th>1 minute</th>
</tr>
</thead>
</table>

Dr. Cardillo thanked task force members for their participation and welcomed additional questions and discussion.

*Meeting Adjourned at 2:10pm.*
PVHS Reopening Task Force - Committee 2
Building and Grounds, Athletics
Date: Wednesday, July 22, 2020 Zoom Meeting – 1:00 pm

Meeting Goals/Outcomes: The goal of the task force is to develop standard operating procedures and protocols, aligned with district policies and health and safety guidelines, to make decisions that best serve our students and staff through the health crisis.

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<th>Minutes/Notes</th>
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<tbody>
<tr>
<td>Call to Order</td>
<td>J. Cardillo</td>
<td>5 minutes</td>
<td>Dr. Cardillo called the meeting to order and welcomed committee members. Dr. Cardillo presented the agenda and meeting goal of developing standard operating procedures and protocols aligned with district policies and health and safety guidelines.</td>
</tr>
<tr>
<td>Welcome</td>
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<tr>
<td>1:00 pm</td>
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</table>

Attendees:
Dr. JoAnn Cardillo, Superintendent
Mr. Colin Monahan, Business Administrator
Mr. Luke Damiano, Board of Education
Mr. Giovanni D’Ambrosio, Board of Education
Mr. Nicholas Doell, Board of Education
Mr. Samuel Yodice, Board of Education
Chief Steven Post, Little Falls Police Department
Mr. Timothy Platt, Supervisor of Building & Grounds
Ms. Gail Sliker, PVOWA
Mr. Marc Salvatore, Passaic Valley Education Association
Ms. Helen Guarente, Parent
Ms. Krista Cirollo, Parent
Ms. Dina Spinelli-Bargiel, Parent
Ms. Kathleen Berthold, Teacher of English
Mr. Brendan Byrnes, Athletic Trainer
Mr. Joseph Feinstein, Teacher of Science
Mr. Dale Carriker, School Security
Mr. Anthony Pacelli, School Security
Ms. Patricia Palmiere, Supervisor of Career and Technical Education
## RESTART & RECOVERY PLAN

<table>
<thead>
<tr>
<th>Event</th>
<th>Speaker</th>
<th>Duration</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Calendar 20-21</td>
<td>J. Cardillo</td>
<td>7 minutes</td>
<td>Dr. Cardillo discussed the 2020-2021 school calendar which will be presented for re-approval by the Passaic Valley Board of Education on Tuesday, July 28, 2020.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- The school calendar includes four professional development days for the school year (September 1-4). Students begin the school year on September 8, 2020. Professional development will focus on the hybrid model, training in technology, and health and safety protocols.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>- Freshmen Orientation has been rescheduled to earlier dates of August 18-August 20th. Passaic Valley will follow the same model used for its outside graduation ceremony. On the football field, Passaic Valley will welcome its incoming freshmen and parents. Dr. Cardillo said Freshmen Orientation is a priority to build an initial relationship with freshmen parents. In small groups, students and parents will then tour the building and receive assistance with technology (Bring Your Own Device program).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Freshmen Orientation includes students who are transferring to Passaic Valley. Dr. Cardillo welcomes students and parents who have transferred to Passaic Valley.</td>
</tr>
<tr>
<td>Results of Parent Survey</td>
<td>J. Cardillo</td>
<td>15 minutes</td>
<td>Dr. Cardillo presented highlights of parent survey that includes 776 responses from 1,050 students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Has your family been personally impacted by the Covid-19 Pandemic? 71% replied no to this question, which means that over a quarter of families are dealing with situations. Dr. Cardillo explained such situations have not yet been determined but may include medical or financial concerns.</td>
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<td>- Do you have circumstances that may prevent you from sending your child to Passaic Valley for the 2020-2021 school year? 84% of parents replied no and 16% replied yes. Dr. Cardillo said that Passaic Valley will support our families when school begins.</td>
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through our Guidance Department, Special Education Department and Teen Center.

- **Have you seen a change in your child’s daily behavior during the online distance learning that took place this year?** Dr. Cardillo explained the responses were a 50/50 split with 52% no and 48% yes, which indicates the social emotional component to our plan must be a priority for our students. Dr. Cardillo further explained that students need a forum to express their feelings about the past and present. Dr. Cardillo actively contacted students who were not performing well in their classes. In the 2020-2021 school year, teachers will meet with students regularly during their scheduled class schedule (virtually or in-person).

- **Do you plan on sending your child back to school in September?** 82% yes and 18% no Dr. Cardillo explained that close to 20% of our population representing up to 200 students are looking for a virtual program. Dr. Cardillo explained that Passaic Valley will provide this option to our parents. Passaic Valley has always planned a virtual option.

- **How comfortable are you with having your child returning to full time instruction this year should we be able to accommodate based on health and safety guidelines and space availability?** 29% Very Comfortable, 45% Somewhat, 26% Not Comfortable at all Dr. Cardillo explained that the families who are not comfortable reflect the group who did not receive personalized services from March through June.

- **How comfortable are you with having your child work in a blended learning model?** This would ensure that students would be meeting with teachers both virtually (online) and on campus using a daily set school schedule. 85% of the parents are somewhat comfortable with a blended hybrid model. Dr. Cardillo explained face to
# RESTART & RECOVERY PLAN

- Dr. Cardillo explained that Passaic Valley is a Bring Your Own Device District (BYOD). Dr. Cardillo explained that the Passaic Valley’s BYOD program supported our ability to pivot to an online platform. *What device did your child most commonly use during distance learning?* 81% of our students have their own device that is either an Apple or PC. The remaining 19% (200 students) may need to borrow computers through our library distribution of technology.

Dr. Cardillo explained computers will be available for students to check out in September; Passaic Valley Regional High School will no longer have the morning program for students to borrow computers for the day. Dr. Cardillo further explained, through CARES Act funding, Passaic Valley is purchasing replacement laptops and strengthening infrastructure to allow for more classes and staff to have online access simultaneously.

## Preparation and Cleaning Protocols

<table>
<thead>
<tr>
<th>Preparation and Cleaning Protocols 1:27 pm</th>
<th>T. Platt</th>
<th>9 minutes</th>
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<tbody>
<tr>
<td>Mr. Platt presented updates on the preparation and protocol for the re-opening of school in September. Mr. Platt explained that spaces in classrooms may need to change based upon the size and number of students to ensure social distancing. Passaic Valley ordered 10,000 face masks, face shields for teachers/staff (worn with masks), gloves, and cleaning supplies. Passaic Valley also will use the Victory system and has increased the number of vendors to open inventory channels and keep pace with a 6-month supply. Passaic Valley is trying different products including a UV lighting system for cleaning (portable) and air scrubbers. Passaic Valley has six (24 passenger) buses that have been outfitted with driver shields. Four buses have a plexiglass system, which is the only system that is approved by the NJDMV. Hand sanitizers will be in every classroom and wipes will be available to students. Mr. Platt said that Passaic Valley has been working closely with the Health Department. Passaic Valley will keep the windows open during...</td>
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</tbody>
</table>
the day and students will be allowed to wear their coats and jackets. Passaic Valley is making any needed repairs to windows. Signage will be posted throughout building to promote social distancing. Mr. Monahan explained that Passaic Valley has applied for FEMA funding.

| Inventory and Return of Materials 1:36 pm | J. Cardillo | 9 minutes |

Dr. Cardillo explained that Passaic Valley managed a system for the return of materials. Most materials were collected and being inventoried. Additionally, before the end of June, Passaic Valley distributed instructional materials to students enrolled in AP and Honors classes for students to complete summer assignments.

Mr. Platt explained that six crews are patching and cleaning building, and all classrooms should be painted in the next couple of weeks. Mr. Yodice asked about refinishing flooring. Mr. Platt explained all flooring will be cleaned but not refinished. Mr. Yodice recommended when finishing floors to consider using Clarion 25 finish since it has Microban.

Mr. D’Ambrosio asked if shields are available for all six buses. Mr. Platt explained that there is limited inventory of shields available due to heavy demand. However, Passaic Valley is first online when additional inventory becomes available. Presently, Passaic Valley has driver shields installed in four of six buses which accommodates the four bus drivers. Each system is movable if another bus is used.

Dr. Cardillo explained that Passaic Valley is now on a five-year cycle for textbook replacements. The district is purchasing digital versions, which will reduce the number of books students need to bring home. Dr. Cardillo said lockers are not being used in the coming school year.

| Contact Tracing Practices 1:45 pm | J. Cardillo | 2 minutes |

Dr. Cardillo explained that our school nurses will attend a John Hopkins webinar on contact tracing. Mr. Settembre will also receive training. Dr. Cardillo explained that Passaic Valley staff are not contact tracers; it is the role of the Health Department. Passaic Valley staff will receive training to provide assistance to the Health Department and develop and follow protocols.

| Athletics 1:47 pm | J. Cardillo | 1 minute |

Dr. Cardillo explained that Mr. Benvenuti will provide information on athletics and NJSIAA protocols to the task force and Athletic Committee.
Dr. Cardillo asked committee members if they had any questions or concerns.

Ms. Garante asked if the district donates used textbooks to Buy Back. Dr. Cardillo said the condition of the textbooks being replaced are not suitable for Buy Back, but the district has used BuyBack.

Ms. Bargiel asked if any students are committing to an entire virtual program and if protocols will be established if a family changes from a virtual program. Dr. Cardillo explained that students who choose virtual will still be a part of a class that is not virtual. The students may have different assignments when the class meets in-person. Dr. Cardillo said that Passaic Valley will support teachers in the management of instruction.

Mr. Yodice asked about the screening process for students entering school and if there are requirements for large volume of students. Dr. Cardillo said Passaic Valley is required to complete daily screenings with a questionnaire for staff and students. Dr. Cardillo explained that Passaic Valley is working with RealTime to develop a program where the parents fill out a screening form that will be monitored by our school nurses. AESOP has a tool where teachers will answer screening questions.

Mr. Yodice asked about the procedure if questionnaires are not completed by students. Dr. Cardillo explained that if questionnaires are incomplete, parents will be called or students will need to get picked up by a parent. Dr. Cardillo explained that Passaic Valley needs to be very strict with following the standard operating protocol. Dr. Cardillo said that some administrators will be assigned to manage the protocol. Dr. Cardillo said that with a hybrid schedule, less students attend each day.

Mr. Yodice asked about isolation procedures for confirmed COVID cases. Dr. Cardillo said that the Health Department is visiting on August 7, 2020 for a walk through and assist in determining an isolation space near the nurse’s office. Dr. Cardillo said the reopening plan requires Passaic Valley to identify an isolation space.
Mr. Byrnes asked if there is an isolation room for athletics. Dr. Cardillo said the isolation room is for the entire building.

Meeting Adjourned 2:00 pm  J. Cardillo  2 minutes  Dr. Cardillo thanked task force members for their participation and welcomed additional questions and discussion.  
**Meeting Adjourned at 2:02pm.**
PVHS Reopening Task Force – Committee 3  
Educational Programs, Activities, and Communications  
Date: Thursday, July 23, 2020 Zoom Meeting – 1:00 pm.

Meeting Goals/Outcomes: The goal of the task force is to develop standard operating procedures and protocols, aligned with district policies and health and safety guidelines, to make decisions that best serve our students and staff through the health crisis.

<table>
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<th>Estimated Time</th>
<th>Minutes/Notes</th>
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</table>
| Call to Order Welcome 1:02 pm | J. Cardillo | 1 minute | Dr. Cardillo called the meeting to order and welcomed committee members.  
Dr. Cardillo presented the agenda and meeting goal of developing standard operating procedures and protocols aligned with district policies and health and safety guidelines.  
Attendees:  
Dr. JoAnn Cardillo, Superintendent  
Mr. Colin Monahan, Business Administrator  
Mr. Luke Damiano, Board of Education  
Mr. Peter D’Angelo, Board of Education  
Ms. Jaclyn Luker, Board of Education  
Ms. Lori Brigati, Board of Education  
Chief Steven Post, Little Falls Police Department  
Ms. Janet Russo, Confidential Assistant, Office of the Superintendent  
Ms. Rae Allex, Administrative Assistant, Office of the Superintendent  
Mr. Timothy Platt, Supervisor of Building and Grounds  
Mr. Michael Paternoster, Director of Special Education  
Dr. Jared Fowler, Assistant Principal of Humanities  
Ms. Tara Torres, Director of Student Personnel Services  
Mr. William Pantale, Guidance Specialist  
Ms. Jacqueline Dubil-Craig, Director of Behavioral Services, Bergen County Special Services School District  
Ms. Patricia Palmiere, Supervisor of Career and Technical Education  
Mr. Chris Clementi, Systems Coordinator  
Ms. Tiffany Sellito, Parent/Community Member  
Ms. Christine Hiel, Parent/Community Member  
Ms. Dotti Leech, Parent/Community Member  
Ms. JoAnne Mitchell, Parent/Community Member  
Mr. George Dassinger, Passaic Valley Aide  
Ms. Kristin Blumberg, Director, Little Falls Public Library  
Ms. Anne Krautheim, Director, Totowa Public Library |
Ms. Linda Hoffman, Director, Woodland Park Public Library  
Mr. Marc Salvatore, PVEA President  
Mr. Thomas Deeney, PVEA  
Ms. Ashley Francis, Teacher of English  
Ms. Jamie Picarelli, Teacher of English  
Ms. Kathleen Dellanno, Teacher of English  
Ms. Darcy Hall, Teacher of English  
Ms. Stephanie Roberts, Teacher of Broadcasting  
Ms. Daria Leidig, Media Specialist  
Ms. Susanne Iobst, Teacher of Science  
Ms. Melanie Vasa, Teacher of Art  
Ms. Nancy Helbourg, Teacher of Math  
Mr. Salvatore Sileo, Teacher of Math  
Ms. Lori Kelly, Professor in Residence, William Paterson University  
Ms. Jan Lightner, Passaic Valley Foundation

| School Calendar 20-21 | J. Cardillo | 8 minutes | Dr. Cardillo said Passaic Valley will announce the instructional model for 2020-2021 after the task force meetings and the Board of Education meeting on July 28, 2020. Dr. Cardillo discussed the 2020-2021 school calendar, which will be presented for approval by the Passaic Valley Board of Education on Tuesday, July 28, 2020.  
- The school calendar includes four professional development days for the school year (September 1-4). Students begin the school year on September 8, 2020. Professional development will focus on the hybrid model, training in technology and health and safety protocols.  
- Freshmen orientation has been rescheduled to earlier dates from August 18th- August 20th. Passaic Valley will follow the same model used for its outside graduation ceremony. On the football field, Passaic Valley will welcome its incoming freshmen and parents. In small groups, students and parents will then tour the building and receive assistance with technology (Bring Your Own Device program).  
- Freshmen Orientation includes students who are transferring to Passaic Valley. Dr. Cardillo welcomes students and parents who have transferred to Passaic Valley. |
| Results of Parent Survey 1:11 pm | J. Cardillo | 18 minutes | Dr. Cardillo presented highlights of parent survey that includes 776 responses from 1,050 students. |
• Has your family been personally impacted by the Covid-19 Pandemic?
71% replied no to this question, which means that over a quarter of our families are dealing with situations. Dr. Cardillo explained such situations have not yet been determined but may include medical or financial concerns.

• Do you have circumstances that may prevent you from sending your child to Passaic Valley for the 2020-2021 school year?
84% of parents replied no and 16 % replied yes. Passaic Valley will support our families when school begins through our Guidance Department, Special Education Department and Teen Center.

• Have you seen a change in your child’s daily behavior during the online distance learning that took place this year?
Dr. Cardillo explained the responses were a 50/50 split with 52 % no and 48% yes, which indicates the social emotional component to our plan must be a priority for our students. Dr. Cardillo further explained that students need a forum to express their feelings.

• Do you plan on sending your child back to school in September?
82 % yes and 18 % no
Dr. Cardillo explained that close to 20% of our population representing up to 200 students are looking for a virtual program. Dr. Cardillo explained that Passaic Valley will provide this option to our parents. Passaic Valley has always planned to offer a virtual option. Dr. Cardillo said Passaic Valley needs to pivot and take care of every student in the district.

• How comfortable are you with having your child returning to full time instruction this year should we be able to accommodate based on health and safety guidelines and space availability?
29% Very Comfortable, 45% Somewhat, 26% Not Comfortable at all
Dr. Cardillo explained that the families who are not comfortable reflect the group who did not receive personalized services from March through June.
• **How comfortable are you with having your child returning to full time instruction this year should we be able to accommodate based on health and safety guidelines and space availability?** 29% of parents very comfortable; 45% somewhat comfortable; 26% not comfortable at all.

• **How comfortable are you with having your child work in a blended learning model?** This would ensure that students would be meeting with teachers both virtually (online) and on campus using a daily set school schedule. 85% of the parents are somewhat comfortable with a blended hybrid model.

• Dr. Cardillo explained that Passaic Valley is a Bring Your Own Device District (BYOD). **What device did your child most commonly use during distance learning?** 81% of our students have their own device that is either an Apple or PC. The remaining 19% (200 students) may need to borrow computers through our library distribution of technology.

Dr. Cardillo explained computers will be available for students to check out in September; Passaic Valley Regional High School will no longer have the morning program for students to borrow computers for the day. Dr. Cardillo further explained, through CARES Act funding, Passaic Valley is purchasing replacement laptops and strengthening infrastructure to allow for more classes and staff to have online access simultaneously. CARES act funds will also support SEL programs.

Ms. Dubai said students in the ABA program will attend school five days a week in designated classrooms. Ms. Dubai explained staff will wear full PPE. Students will wear masks and gloves but not 100% are able to do so but they are working towards it. Ms. Dubai said they are working on therapies and ways to use virtual learning. Half days are scheduled the first two weeks then the staff will review protocols and determine needed changes.

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**Educational Programming**

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<tr>
<th>J. Cardillo</th>
<th>29 minutes</th>
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Dr. Cardillo explained that all materials have been returned and are being inventoried. Passaic Valley is purchasing digital versions of textbooks and replacing some older textbooks. If we return to a virtual model,
the Art, Music and Physical Education Departments have been designing lessons for a virtual model.

Passaic Valley has partnered with Imagine for the delivery of services to students. The SEL Team is modeled with a design similar to the Tech Team model.

Passaic Valley Regional High School will deliver a hybrid model of instruction in September. A hybrid model is necessary since secondary schools have a lot of requirements students need to meet.

Dr. Fowler presented the hybrid learning school calendar. The schedule is organized in red, white, and blue cohorts (Monday-Wednesday). Each cohort is assigned a day of in-person instruction. Teachers will lead virtual instruction on Mondays and Fridays. Each class will be 30 minutes. Homeroom is scheduled after Period 1; students attending virtually will be required to sign-in by 8:48 am. Every class will have a Google Classroom page.

Dr. Cardillo said assessments should be scheduled on Mondays and Fridays. The district is reviewing Link-It assessment monitoring software. Grab and Go Lunch will be available for students during periods 4-7 when they normally have lunch. During assigned study time, SEL programming will be scheduled throughout the year. Grab and Go teacher lunch will be available from 12:46 pm – 1:30 pm. Teachers will focus on contacting students with feedback (virtually or in-person), professional development and meetings from 1:30 pm – 3:05 pm. Students who are following a virtual program will still be assigned to a cohort but will complete an alternate assignment for in-person instruction.

The task force discussed an all virtual model. In the event Passaic Valley returns to a virtual model, students will follow half their schedule each day for a longer duration of time. All academic periods will be 55 minutes with A Day Periods 0-4 and B Day with Periods 5-8. After a break, teachers will provide feedback to students not meeting virtually that day.

Ms. Torres said guidance will meet with students for appointments during their study periods only or virtually on Mondays and Fridays. All appointments must be scheduled with an online form.

Dr. Iobst asked about the schedule on virtual days. Dr. Cardillo said we are considering an A and B day virtual
Dr. Cardillo said the Professor in Residence will provide support with the SEL model and our partnership with Imagine.

Dr. Cardillo said the Hornet Helping Hands internship program has been put on hold to avoid cross contamination. A 2.5 credit opportunity may be offered in January if the medical crisis improves.

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<tr>
<th>Building Preparation</th>
<th>C. Monahan</th>
<th>7 minutes</th>
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<tr>
<td>1:58 pm</td>
<td>Passaic Valley ordered 10,000 face masks, face shields for teachers/staff (worn with masks), gloves, and cleaning supplies. Passaic Valley also will use the Victory system and has increased the number of vendors to open inventory channels and keep pace with a 6-month supply. Four (24 passenger) buses have been outfitted with Safe Shields and all six buses have driver shields. Passaic Valley is also considering UV lights and air scrubbers. Signage will be posted throughout the building to promote social distancing. The custodians will be deep cleaning every day. All classrooms are being cleaned and painted. Passaic Valley met with the Health Department and they are very pleased with the progress. A walk through is scheduled for August 7, 2020. Mr. Monahan explained we are in a full-mode capacity from a cleaning and instructional perspective to prepare for the reopening of school. Passaic Valley will also have an isolation room and is establishing a system for opening windows and cleaning air conditioners. Students will not be assigned lockers and will be permitted to carry coats. Passaic Valley is buying online versions of textbooks to reduce the weight of their backpacks.</td>
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<tr>
<th>Update on Libraries</th>
<th>Ms. Krautheim Ms. Hoffman Ms. Blumberg</th>
<th>5 minutes</th>
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<tr>
<td>2:05 pm</td>
<td>Ms. Anne Krautheim, Totowa Public Library said a decision has not been made on the reopening of the library. The library is presently renovating restrooms and waiting on the schools. Totowa Public Library is providing outdoor programming as well as curbside and home delivery. Patrons are still being served. Dr. Cardillo said the way libraries have pivoted and supported communities has been an unbelievable piece. Ms. Linda Hoffman, Director, Woodland Park Public Library is preparing for a soft opening on Monday, July 27, 2020. The library has been providing virtual and outdoor programming. Ms. Hoffman said the library has</td>
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set up reading programs to accommodate the high school. Curb side pick-up is available for patrons.

Ms. Kristin Blumberg, Director, Little Falls Public Library said the library has been open since July 6, 2020 following a regular summer schedule. Programming is offered outside and virtually.

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<tr>
<th>Questions 2:10 pm</th>
<th>J. Cardillo</th>
<th>19 minutes</th>
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<tr>
<td>Dr. Cardillo asked members of the task force if they had questions or concerns.</td>
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<td>The task force asked about extra-curricular activities and clubs. Dr. Cardillo said the club piece will move forward and function virtually. If an opportunity presents itself, we may consider having an activity outside in a socially distanced way.</td>
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<td>The committee asked if the Board of Education approved the plan. Dr. Cardillo explained the Board of Education is aware of our process. It is scheduled for further discussion by the Board of Education in committees during the next meeting.</td>
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<td>The task force asked if temperatures will be taken when entering the building. Dr. Cardillo is discussing procedures with the health department and will share the protocol on Friday. It includes consideration from HIPPA and a legal perspective.</td>
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<td>Ms. Hiel said that Passaic Valley is creating signage for Passaic Valley that includes pictures of Passaic Valley students. The signage will be shared on social media and the Web site.</td>
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<td>Dr. Cardillo said everyone will need to wear masks when they are in the building. The ABA program has exceptions but moving towards it. Dr. Cardillo said Passaic Valley is looking into purchasing masks for the school store. Masks will be available for students who do not have one.</td>
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<td>Ms. Helbourg expressed concerns about her classroom windows without screens. Dr. Cardillo said Mr. Platt is aware of it and is addressing it.</td>
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<td>Ms. Vasa asked about social distancing with the large art room tables. Mr. Monahan said measurements were taken of classrooms to ensure correct social distancing. Some furniture is being moved out of rooms. On August 7,</td>
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2020, the Health Department is completing a walk through.

The task force asked about hot spots in local libraries for virtual days. Ms. Hoffman said the State of New Jersey is working on getting funding for hotspots and community access. Some corporations are giving discounts and free services.

Mr. Salvatore asked about the use of Educere for students who opt for virtual instruction. Dr. Cardillo said we are not seeing students as totally virtual on Educere.

Dr. Cardillo said that extensive professional development is being planned for teachers during September 1-4. It includes Link it training, state mandated training, health and safety protocols, and training in technology (Google Classroom and Google Meet).

Dr. Cardillo said athletics is following NJSIAA protocols.

Communications 2:29 pm

Dr. Cardillo said the Communications Team meets every Thursday at 1:00 pm. Social media numbers have shown promising growth. The Communications Team plays a pivotal role in sharing messages with the community.

Dr. Cardillo asked the parents if they had questions or concerns.

Ms. Selitto said the plan is very thorough and happy about the reopening of school.

Ms. Leach said as a parent of a freshman and senior she thanks Passaic Valley for everything being done and shared by Dr. Cardillo.

Ms. Francis asked if a virtual model is an option for teachers. Dr. Cardillo said the options will be developed after training with legal counsel. Dr. Cardillo is still considering whether facilitators are needed to help implement the hybrid schedule. Dr. Cardillo is reviewing attendance compliance and student participation in virtual meetings.

Mr. Sileo asked if teachers can visit the school prior to September 1. Dr. Cardillo said to send her an email requesting access to the building.

Meeting Adjourned 2:39 pm

Dr. Cardillo said that Passaic Valley is reinventing itself and it includes positive pieces that will remain. Some students that were not performing successfully are
doing so in the virtual world and we will consider virtual options for personalization of our school for students. Dr. Cardillo thanked task force members for their participation and encouraged additional questions.

Meeting Adjourned at 2:44pm.
PVHS Reopening Task Force – Committee 4
School and Community Leadership
Date: Wednesday, July 29, 2020 Zoom Meeting – 1:00 pm.

Meeting Goals/Outcomes: The goal of the task force is to develop standard operating procedures and protocols, aligned with district policies and health and safety guidelines, to make decisions that best serve our students and staff through the health crisis.

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<tr>
<td>Call to Order Welcome 1:05 pm</td>
<td>J. Cardillo</td>
<td>3 minutes</td>
<td>Dr. Cardillo called the meeting to order and welcomed committee members. Dr. Cardillo said the School &amp; Community Leadership committee is comprised of a cross section of leadership. Dr. Cardillo explained that the task force meetings have provided a productive forum for conversation and planning in regard to the COVID-19 medical crises and the reopening of schools. Dr. Cardillo presented the agenda and meeting goal of developing standard operating procedures and protocols aligned with district policies and health and safety guidelines.</td>
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| School Calendar 20-21 1:08 pm | J. Cardillo | 2 minutes | Dr. Cardillo presented the 2020-2021 school calendar:  
- The school calendar includes four professional development days for the school year (September 1-4). Students begin the school year on September 8, 2020. Professional |
development will focus on the hybrid model, training in technology and health and safety protocols.

- Freshmen orientation has been rescheduled to August 18- August 20th. Passaic Valley will follow the same model used for its outside graduation ceremony. On the football field, Passaic Valley will welcome its incoming freshmen and parents. In small groups, students and parents will then tour the building and receive assistance with technology (Bring Your Own Device program).

- Freshmen Orientation includes students who are transferring to Passaic Valley. Dr. Cardillo welcomes students and parents who have transferred to Passaic Valley. Dr. Cardillo explained that the new student orientation will provide incoming students with a sense that they belong, they are Hornets, and we are here for them.

| Results of Parent Survey  
1:10 pm | J. Cardillo | 10 minutes | Dr. Cardillo presented highlights of parent survey that includes 776 responses from 1,050 students.  
- Has your family been personally impacted by the Covid-19 Pandemic?  
71% replied no to this question, which means that over a quarter of our families are dealing with situations. Dr. Cardillo explained such situations have not yet been determined but may include medical or financial concerns.

- Do you have circumstances that may prevent you from sending your child to Passaic Valley for the 2020-2021 school year?  
84% of parents replied no and 16 % replied yes. Passaic Valley will support our families when school begins through our Guidance Department, Special Education Department and Teen Center.

- Have you seen a change in your child’s daily behavior during the online distance learning that took place this year?  
Dr. Cardillo explained the responses were a 50/50 split with 52% no and 48% yes, which indicates the social emotional component to our plan must be a priority for our students. Dr. Cardillo further explained that students need a forum to express their feelings.
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<td>82% yes and 18% no</td>
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<td>Dr. Cardillo explained that close to 20% of our population representing up to 200 students are looking for a virtual program. Dr. Cardillo explained that Passaic Valley will provide this option to our parents. Passaic Valley has always planned to offer a virtual option. Dr. Cardillo said Passaic Valley needs to pivot and take care of every student in the district.</td>
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<td>Dr. Cardillo explained that the families who are not comfortable reflect the group who did not receive personalized services from March through June.</td>
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| • How comfortable are you with having your child work in a blended learning model? This would ensure that students would be meeting with teachers both virtually (online) and on campus using a daily set school schedule. 85% of the parents are somewhat comfortable with a blended hybrid model. |

| • Dr. Cardillo explained that Passaic Valley is a Bring Your Own Device District (BYOD). What device did your child most commonly use during distance learning? 81% of our students have their own device that is either an Apple or PC. The remaining 19% (200 students) may need to borrow computers through our library distribution of technology. |
| Dr. Cardillo explained computers will be available for students to check out in September; Passaic Valley Regional High School will no longer have the morning program for students to borrow computers for |
the day. Dr. Cardillo further explained, through CARES Act funding, Passaic Valley is purchasing replacement laptops and strengthening infrastructure to allow for more classes and staff to have online access simultaneously. CARES act funds will also support SEL programs.

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<tr>
<th>Instructional Model Options</th>
<th>J. Cardillo</th>
<th>6 minutes</th>
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| Dr. Cardillo explained that Passaic Valley Regional High School will deliver a hybrid model of instruction in September. A hybrid model is necessary since secondary schools have a lot of requirements its students need to meet. Passaic Valley’s Hybrid Model was developed using CDC guidelines for social distancing to ensure safe numbers in our hallways, classrooms and communal spaces. The schedule includes three cohorts (red, white, blue) for in-person instruction on Tuesday, Wednesday or Thursday. Monday and Friday will provide instruction virtually. Students enrolled in the Bergen Program will attend Passaic Valley five days per week. On a rotating schedule, faculty and staff will be able to work from classrooms or offices. Dr. Cardillo explained Passaic Valley has scheduled a walk through with the Health Department on August 7, 2020. Dr. Cardillo explained that a student is always assigned to a cohort no matter which model is chosen (hybrid or virtual). If a student has selected an all virtual model, they will probably complete an alternate assignment when their cohort is on-campus. Parents are able to opt-out and return to the hybrid model once per semester. Dr. Cardillo explained that Passaic Valley needs to help parents make decisions.

Dr. Cardillo explained that all materials have been returned and are being inventoried. Passaic Valley is purchasing digital versions of textbooks and replacing some older textbooks. Students will not have lockers assigned to them and the digital subscriptions will reduce the amount of books they need to carry.

Dr. Cardillo said that Passaic Valley has partnered with Imagine for the delivery of services to students. The SEL Team is modeled with a similar design to our Tech Team model. All SEL components are being paid through CARES funds.

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<tr>
<th>Athletics</th>
<th>J. Benvenuti</th>
<th>5 minutes</th>
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<tr>
<td>Mr. Benvenuti thanked committee members for attending the meeting and for their commitment. Mr. Benvenuti said the NJSIAA permitted some workouts</td>
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with guidelines as of July 13, 2020. Student athletes need to remain 20 feet apart, in groups of no more than 10 athletes, and receive temperature screens/COVID screens along with other types of requirements (physicals, Impact Testing, etc). The State of New Jersey will start with official practice on September 14, 2020. Passaic Valley is planning to start with simple, summer workouts (not mandatory) on August 4, 2020 – the last week of August. The workouts will be scheduled in the morning, 2 days a week.

Building and Grounds Update on Preparation and Cleaning Protocols

1:31 pm

T. Platt

12 minutes

Mr. Platt presented updates on the preparation and protocol for the re-opening of school in September. Mr. Platt explained that spaces in classrooms may need to change based upon the size and number of students to ensure social distancing. Passaic Valley has 10,000 face masks in supply and 2,000 on order. Five hundred face masks designed for students with hearing impairments are also on order. Each classroom will have gloves and hand sanitizer available. Face shields are available for teachers/staff (worn with masks). Passaic Valley will use the Victory system and has increased the number of vendors to open inventory channels and keep pace with a 6-month supply. Passaic Valley is trying different products including a UV lighting system for cleaning (portable) and air scrubbers. Passaic Valley has six (24 passenger) buses that have been outfitted with driver shields. Four buses have a plexiglass system, which is the only system that is approved by the NJDMV. Staff from the Bergen/ABA program will wear full PPE. Some students are unable to wear face masks/shields, but staff is working with students. Mr. Platt said that Passaic Valley has been working closely with the Health Department and has scheduled a walk through on August 7, 2020. An isolation room will be near the nurse’s office; the location will be determined during the walk through. Due to an older heating system, the Health Department suggested Passaic Valley keep the windows open during the day. Students will be allowed to wear their coats and jackets. Passaic Valley is making any needed repairs to windows. No locker or water fountains will be available. Mr. Platt also explained a plastic window/shield will be installed in the main office. Plexiglass barriers will be installed throughout the building so employees can work in workstations. Signage will also be posted throughout building to promote social distancing. Mr. Platt explained that Passaic Valley has been communicating with other districts on a routine basis to share information. Mr. Platt also said that Passaic Valley has applied for FEMA funding and is working with a representative.
### RESTART & RECOVERY PLAN

<table>
<thead>
<tr>
<th>Topic</th>
<th>Presenter</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Technical Team</td>
<td>J. Fowler</td>
<td>3 minutes</td>
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<tr>
<td>1:43 pm</td>
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<tr>
<td>Dr. Fowler explained the Technical Team has been working since Monday, July 27, 2020 to create two guidebooks for teachers and students that focus on every aspect of the hybrid and virtual model. The guidebooks will include grading, sample lesson plans, language in curriculum guides that speak to virtual instruction, and other key areas. The guidebooks should be completed at the end of the week. Dr. Cardillo added that the technical team is also reviewing Passaic Valley’s Technology Plan and goals. The model for staff development will focus on training specific teams. Teachers from those teams will take the lead in training others.</td>
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| Medical/COVID issues   | J. Cardillo | 13 minutes |
| 1:46 pm                |             |           |
| Dr. Cardillo explained the daily screening protocol. Staff will be required to answer screening questions daily and enter in AESOP. Students will answer screening questions daily in Realtime. Passaic Valley will also promote the completion of screening forms and temperature checks as part of daily routines. Dr. Cardillo explained signage that is being develop promotes health and safety and features Passaic Valley students. Dr. Cardillo said PVTV will broadcast two commercials that promote proper hand washing and COVID protocols. Dr. Cardillo explained that Good Morning Hornets will follow a new morning format for its daily broadcast. The Art Department is evaluating supply lists to meet requirements that restrict sharing of materials. The Science Department is also evaluating supplies to meet requirements. Dr. Cardillo is planning on meeting with Ms. Geleta to discuss culinary courses. Mr. Monahan said that Passaic Valley has partnered with the Health Department and the school nurses are attending a 6-hour John Hopkins webinar for contact tracing. Passaic Valley staff are not contact tracers. Passaic Valley staff will receive training to assist the Health Department and develop and follow protocols. |

| Communications         | P. Palmiere | 2 minutes |
| 1:59 pm                |             |           |
| Ms. Palmiere explained that the Communication Team has been meeting virtually to discuss communication channels and how to share information with the school community. |

| Questions              | Committee   | 22 minutes|
| 2:01 pm                |             |           |
| Mayor Kazmark asked about Passaic Valley’s Hybrid Model and the plan for cohorts to meet in the building one day per week. Elementary and middle schools will meet up to five days. Dr. Cardillo explained that secondary school is a different environment that requires students to navigate the hallways in between classes. Social distancing restrictions limit up to 100 |
people allowed in the building. Dr. Cardillo also explained that we will continually reevaluate the plan as we move forward.

Mayor Kazmark asked about disinfecting between cohorts and the custodial staff available on Tuesday and Wednesday nights. Mr. Platt explained that the staff leaves at 3:00 pm to allow for time to disinfect. Additionally, the custodial staff will use the Victory system to help with sanitizing the building. Passaic Valley is also working with the Health Department on cleaning protocols.

Mayor Kazmark asked if teachers will work five days a week. Dr. Cardillo confirmed a full five-day schedule for teachers, but teachers will alternate on and off campus. Once bandwidth is improved more staff will be able to work on campus during the week.

Dr. Cardillo explained that we will distribute a parent survey that assesses transportation needs as well as choice for a hybrid or virtual model of instruction.

Mayor Coiro asked if Passaic Valley is aware of the plans of surrounding high schools. Dr. Cardillo explained that superintendents meet every two weeks and discuss this topic. Passaic Valley’s plans are similar to surrounding districts. Dr. Cardillo said Passaic Valley followed the guidelines of the CDC and information from the NJDOE; the information was then applied to our building.

Mayor Coiro inquired if Passaic Valley is using its own buses. Mr. Platt explained that Passaic Valley has six (24-seat) buses. The buses are also used for transportation of students in the Bergen program. Mr. Platt said we have 18 routes but may still need to keep all the buses this year to maintain social distancing. Once we have a more final enrollment number, Passaic Valley will be able to determine the number of routes needed.

Mr. Paternoster asked about the possible occurrence of COVID cases and school closure. Dr. Cardillo explained the protocol for reporting a COVID case and management of cohorts. Dr. Cardillo further explained it is based upon contact tracing, protocols and guidance from the Health Department.
Dr. Cardillo explained that four or five substitute teachers are interested in the virtual piece and will be available to support instruction.

| Meeting Adjourned 2:23 pm | J. Cardillo | 2 minutes | Dr. Cardillo thanked task force members for their participation and welcomed additional questions and discussion.  
**Meeting Adjourned at 2:25 pm.** |