



SCOTCH PLAINS-FANWOOD SCHOOL DISTRICT

Fall 2020



Table of Contents

Introduction5

Conditions of Learning - Health and Safety Standards.....8

Critical Area 1 - General Health and Safety.....9
 Protocol for High Risk Staff Members 9
 Promoting Behaviors that Reduce Spread 10

Critical Area 2 - Classrooms, Testing and Therapy Rooms12

Critical Area 3 - Transportation.....13
 General Transportation Information for the 2020-2021 School Year..... 13
 Subscription Busing 13
 Waiving Transportation 13
 Hybrid Return to School 13
 Virtual Online Instruction 15
 Full-Time Return to School 15

Critical Area 4 - Student Flow, Entry, Exit and Common Areas16
 Drop off/Pick up 16
 Entry/Exit 16
 Student Flow 16
 Lockers 16
 Lunch 16
 Staff Movement..... 16

Critical Area 5 - Screening, PPE, and Response to Students and Staff Presenting Symptoms17
 Screening for Students/Staff 17
 Personal Protective Equipment (PPE) 17
 Response to Students and Staff Presenting Symptoms 17
 Protocol for Students and Staff who feel ill 18
 Protocol for Returning Staff and Students 19
 Protocols in response to a positive case of COVID-19 19

Critical Area 6 - Contact Tracing.....20

Critical Area 7 - Facilities Cleaning Practices21
 Cleaning/Disinfecting..... 21
 Facility Staff and Proper PPE 21
 Products used for Cleaning and Disinfecting..... 21
 Indoor Air Quality (IAQ)..... 21

Critical Area 8 – Meals.....22
 Hybrid Return to School 22
 Virtual Online Instruction 23

Critical Area 9 - Activity Breaks and Physical Education23

Critical Area 10 - Field Trips, Extracurricular, and Facilities Use23
 Field Trips..... 23
 Extra-Curricular Activities 23

Use of Facilities Outside of School Hours 24

Conditions for Learning - Academic, Social and Behavioral Supports25

Critical Area 11: Social Emotional Learning (SEL) and School Climate and Culture25

 Social Emotional Learning (SEL)..... 25

 School Climate and Culture 25

Critical Area 12: Multi-Tiered Systems of Support26

 Intervention and Referral Services 26

 Basic Skills Program 27

 QUEST Program 27

 English Language Learners 27

Critical Area 13: Wraparound Supports28

 Educator Well-Being 28

 Trauma-Informed Social Emotional Learning 28

 School Culture and Climate 29

 Utilizing the Strength of Staff 29

 Mental Health and Wellness 30

 Mental Health Supports 30

 Primary Health and Dental Care 32

 Family Engagement 32

 Academic Enrichment & Mentoring 32

Critical Area 14: Food Service and Distribution33

Leadership and Planning34

 District Restart Committee 34

 Pandemic Response Teams 34

 Scheduling 35

 Preschool Schedule for Hybrid and Online Learning 35

 Kindergarten - Grade 4 Schedule for Hybrid and Online Learning 36

 Middle School Schedule for Hybrid and Online Learning 37

 High School Schedule for Hybrid and Online Learning 40

 Special Education 42

 Overview of Schedule 42

 Self-Contained Classes PreK to Grade 12 42

 Pull-Out Replacement (POR) and In-Class Support (ICR) Classes Grades 1-4 42

 Pull-Out Replacement (POR) and In-Class Support (ICR) Classes Grades 5-8 42

 Pull-Out Replacement (POR) and In-Class Support (ICR) Classes Grades 9-12 43

 Ensuring Delivery of Special Education and Related Services to Students with Disabilities 43

 English Language Learners 44

 All Remote Online Learning Instruction Option 44

 Staffing 46

 In-Person and Hybrid Learning Environments - Staffing 47

 Instructional Staff 47

 Mentor Teachers 48

Guidance Counseling and Student Assistance Specialists 48
 Administrators 48
 Support Staff..... 49
Educator Roles Related to School Technology Needs.....49
Athletics50
Policy and Funding.....51
School Funding51
 State School Aid 51
 Purchasing 51
 Use of Reserve Accounts, Transfers, and Cashflow 52
 Costs and Contracting..... 52
 Federal Relief Funds 52
Continuity of Learning53
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities;.....53
Technology and Connectivity.....53
Curriculum, Instruction and Assessment54
 Curriculum – Online and Hybrid Learning Environment 54
 Instruction – Online and Hybrid Learning Environment 54
 Assessment – Online and Hybrid Learning Environment 55
Professional Learning55
 Professional Learning Prior to the Beginning of the School Year..... 55
 Professional Learning Throughout the School Year 55
Professional Learning57
 Mentoring and Induction 57
 Evaluation 57
Communication57
Future Considerations58
 Full Time Remote Online Learning 58

Introduction

On June 26, 2020, Governor Murphy and the New Jersey Department of Education released [The Road Back: Restart and Recovery Plan for Education](#) requiring all school districts in New Jersey to establish an educational plan that provides for some level of in-person instruction in September. On July 20, the Governor issued an additional requirement that school districts offer families an all-remote learning option. Our restart plan outlines the protocols and procedures that will be in place for when State and public health officials determine that schools should reopen.

The physical and emotional health of the school community remains at the forefront of every conversation about reopening the Scotch Plains-Fanwood School District. The district utilized the State guidance and the research from the [Centers for Disease Control and Prevention \(CDC\)](#) to formulate a hybrid return to school plan that combines meaningful in-person instruction and remote learning with important social distancing measures, increased cleaning and disinfecting practices, and additional health and safety protocols.

The Scotch Plains-Fanwood School District created the following Guiding Principles:

Health and Safety

- Provide a safe learning environment for our students and staff.
- Ensure the social and emotional well-being of all individuals.

Communication

- Provide regular updates to our school community and staff regarding *health concerns and school schedules*.

Instruction

- To have a model where all are back in our buildings full time (not available at this time)
- To have a hybrid model
- To have an ALL online learning model
- To have siblings scheduled on the same day, whenever possible
- To be able to pivot seamlessly from hybrid to all remote online learning should we receive an executive order from the Governor.

Access to Learning

- Provide an appropriate learning experience for all.
- Care for the unique needs of all students including students with Individualized Education Plans (IEPs).
- Consider the health concerns of our school community.

Equity

The Scotch Plains-Fanwood School District is deeply dedicated to improving anti-racism education in all our schools. We are proud of our diverse community of learners and remain committed to taking intentional action to celebrate that diversity. The process to improve our practices and curriculum is ongoing work. The following initiatives highlight some of our initiatives but do not represent our finished product to ensure that every student feels represented. To that end, the district is committed to:

- Hiring a student assistance specialist focused on diversity and inclusion.
- Continuing the process to be a certified high school in the Anti-Defamation League's No Place For Hate program.
- Supporting professional development opportunities for administration and staff on anti-racism education, implicit bias, and systemic bias.
- Continued curriculum review to ensure inclusive practices and materials.
- Continued outreach with community organizations focused on diversity and inclusion.

In July, the district formed a District Restart Committee, composed of diverse voices, including health care professionals, educators, parents and other stakeholders. Additionally, each school has their own school-based Pandemic Response Team, which includes a diverse cross-section of administrators, parents, teachers and staff. These teams are in place to centralize, expedite and inform COVID-19 related decision-making and to work with district-level administrators to ensure coordinated actions are taking place.

Throughout the process, our considerations included correspondence from parents; surveys from parents, students, and teachers; school-level conversations with teachers and staff; and close examination of best practices used by other school districts.

We conducted a thorough review of various hybrid models. In doing so we found, given our district structure, the safest way to bring students and staff back for in-person instruction is through the implementation of a hybrid model. This model will use a cohort structure to reduce the number of students in a classroom at any given time in order to maximize social distancing and to reduce the number of individuals with which any student or staff member comes into contact. This provides an additional level of safety and protection for all members of our community. As we assign students to their cohorts, we will make every effort to assign students from the same household to the same cohort so that they will be in school on the same days.

Elementary level students (Grades K-4) will be split into 2 cohorts for in-school rotation. When in school, students in the assigned group will have a single session schedule (4 hours of in-person instruction) in order to allow time to be transported home and have lunch. Once home, the learning day will continue for all students with ongoing, scheduled, differentiated instruction in order to provide a full day of learning.

- Cohort A (RED Cohort) has in person instruction at school on Mondays and Tuesdays and participates in all-day on-line learning on Thursdays and Fridays.
- Cohort B (BLUE Cohort) attends in person instruction at school on Thursdays and Fridays and participates in all-day on-line learning on Mondays and Tuesdays.
- Cohorts A (RED Cohort) and B (BLUE Cohort) will be attending in-person instruction on alternating Wednesdays.

Middle School and High School students (Grades 5-12) will also be split into 2 cohorts. When in school, students will participate in a single-session schedule (4 hours of in-person instruction) in order to allow time to be transported home and have lunch. Once home, the learning day will continue for all students with additional, scheduled instruction in order to provide a full day of learning. All students, both those in school and at home will follow the same class schedule.

- Cohort One (RED Cohort) has in-person instruction at school on Mondays and Tuesdays and participates in all-day online learning on Wednesdays, Thursdays and Fridays.
- Cohort Two (BLUE Cohort) attends in-person instruction at school on Thursdays and Fridays and participates in all-day online learning on Mondays, Tuesdays and Wednesdays.
- Whether students are participating in in-person instruction at school or remote online learning at home, they will be engaged with their regular class schedule, receiving instruction from their teacher and interacting with peers. All students will be engaged in their class schedule via online learning on Wednesdays.

Considering the number of students who will be moving throughout the school on any given day at the middle schools and the high school, providing Wednesday as an online learning day allows time for additional cleaning and air filtration.

Additional details are included in the following plan in the areas of Special Education and Pre-K. Programs will be based on each child's IEP.

Families will be able to choose an all-remote online learning instruction option for their child(ren) as well.

We ask that parents and educators read this plan in its entirety. After careful consideration of all perspectives from our school community, the Scotch Plains-Fanwood School District believes this model of hybrid in-person and synchronous/asynchronous online instruction provides for the greatest safety of students and staff. We believe this model presents the most beneficial opportunity for learning for our students in the midst of this global pandemic.

Conditions of Learning - Health and Safety Standards

“Conditions for learning must not only address students’ and educators’ basic physical safety needs, but also the social and emotional and environmental factors that can impact educators’ capacity to teach and students’ capacity to learn.”

*-New Jersey Department of Education
The Road Back: Restart and Recovery Plan for Education*

The Scotch Plains-Fanwood School District has taken this section of *The Road Back Restart and Recovery Plan for Education* and has broken it into fifteen critical areas of operation:

1. General Health and Safety Guidelines
2. Classroom, Testing, and Therapy Rooms
3. Transportation
4. Student Flow, Entry, Exit, and Common Areas
5. Screening, PPE, and Response to Students and Staff Presenting Symptoms
6. Contact Tracing
7. Facilities Cleaning Practices
8. Meals
9. Activity Break/Physical Education
10. Extracurricular Activities and Use of Facilities Outside of School Hours
11. Social Emotional Learning (SEL) and School Climate and Culture
12. Multi-Tiered Systems of Support (MTSS)
13. Wraparound Supports
14. Food Service and Distribution
15. Quality Child Care

Critical Area 1 - General Health and Safety

The Scotch Plains-Fanwood School District follows the general obligation to protect and support the health and safety of its students and staff at all times. This is the number one priority for the Scotch Plains-Fanwood School District and has helped guide all of the decisions when developing this plan.

The Scotch Plains-Fanwood School District will comply with the Center of Disease Control (CDC), state and local guidelines at all times when executing this plan. We will stay in constant communication with local and state Department of Health officials to determine current mitigation levels within our district and community.

The Scotch Plains-Fanwood School District will establish and maintain communication with local and state authorities to determine current mitigation levels in our community through updates from the county and local departments of health as well as briefings from the Scotch Plains and Fanwood Police Departments, when applicable. The contact persons in the district will be the Superintendent of Schools, Business Administrator/Director of Buildings & Grounds, the Director of Special Services and Nursing, and the District Head Nurse. The district will also remain abreast of changes to, and follow the CDC's Guidance for Schools and Childcare Programs.

Protocol for High Risk Staff Members

The Scotch Plains-Fanwood School District will ensure that a staff member who is at a higher risk for severe illness is protected and supported.

- To ensure the privacy of the district's employees, and prevent unintended discrimination, no individual staff member will be considered "high risk" except at the request of the employee.
- Should the employee feel that they are at a higher risk for severe illness, he/she should contact the Human Resources Department and seek special accommodations under the Americans with Disabilities Act (ADA). Reasonable accommodations for eligible staff members under the Americans with Disabilities Act (ADA) may include:
 - Remote work (telework)
 - Modified schedule
 - Modified Personal Protective Equipment (PPE)
 - Assignment to alternate work locations
 - Other, as appropriate to their individual circumstances
- Forms are available from the Human Resources Department. Based upon the staff member's request and a physician's certification, reasonable requests will be considered and reasonable accommodations will be explored.
- Employers are not required to offer accommodations if they would be unduly costly, extensive, disruptive, or would fundamentally alter the nature or operation of the job.

- In circumstances where there is no reasonable accommodation and if working remotely is not available, the Human Resources Department will provide federal, state and Board of Education leave options for the staff member.
- The ADA does not require an employer to accommodate an employee without a disability based on the disability-related needs of a family member, but other leave of absence options (unpaid) under the FMLA are available to the employee, if eligible, and when providing the employer with adequate notice (30 days).

Promoting Behaviors that Reduce Spread

The district will promote behaviors that will reduce the spread of COVID-19, including:

- Students and staff will be required to stay at home if they are experiencing COVID-19 symptoms or other illness.
- All students are required to wear face masks. The district recommends a two-layer mask minimum. Masks should be provided by the student's family to ensure the best selection for the individual child. If wearing a mask would inhibit the individual's health, documentation will be needed and will be reviewed by the school's physician.
 - For more information about mask health: <https://www.cnn.com/2020/07/23/health/covid-mask-layers-wellness/index.html>
- If a student is adverse to wearing a face mask, a teaching protocol for the student and the family of the student will be implemented to help facilitate use.
- All staff members will be required to wear a face mask at all times unless they are in a separate space or doing so would inhibit the individual's health as documented by a physician. That documentation will be reviewed by the school's physician. The district recommends a two-layer mask minimum. Masks will be provided by the district but a staff member is encouraged to have multiple masks that ensure the best selection for the individual.
- Staff and students may elect to wear a face shield, gloves, goggles, gowns, or other PPE, in addition to the required face masks.
- Bathrooms will be cleaned every 90-120 minutes.
- Encourage the practice of hand hygiene and respiratory etiquette through training of staff by school nurses, training of students by teachers, and reinforcement through positive behaviors in schools, handwashing with soap and water for 20 seconds will be an established practice throughout the day.
- Hand sanitizing stations will be provided across buildings.
- The district has created custom signage to be placed in bathrooms, hallways, nurse's offices, entryways, and other locations as visual reminders of the importance of wearing a face covering, social distancing, staying at home when sick, proper hygiene, and other health/safety measures.
- Water bottle filling stations will be available for use and will be cleaned every 90-120 minutes; drinking fountains will be turned off.
- No visitors will be allowed into district buildings, except in an emergency.
 - An emergency visitor will not be admitted without a face mask.
 - An emergency visitor will be asked to complete a health screening prior to entering the building.
- Parent visitation to the school or classroom will not be permitted for the foreseeable future. Parents will not be allowed to drop off or bring to the school any items.

- Custodians will meet all UPS and delivery drivers at school entrances and will bring in the delivery, limiting the visitors in the building.
- Due to COVID-19, the State of New Jersey has issued an incoming travel advisory, effective June 25, 2020, which recommends that all individuals including New Jersey residents, entering New Jersey from states with a significant spread of COVID-19 should voluntarily self-quarantine for fourteen (14) days after leaving the state. The Scotch Plains-Fanwood School District believes it is in the school community's health, safety and welfare interests to follow the travel advisory to prevent the spread of COVID-19. As New Jersey's Travel Advisory list is subject to change, parents/guardians and staff members are asked to visit <http://covid19.nj.gov> for the most current information.
- Provide reasonable accommodations, using the guidelines indicated above, for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 and older) and individuals with disabilities or serious underlying medical conditions, which may include: chronic lung disease or asthma (moderate to severe); serious heart conditions, Immunocompromised; severe obesity; diabetes, chronic kidney disease undergoing dialysis; liver disease; medically fragile students with Individualized Educational Programs (IEP's); students with complex disabilities with IEP's; or students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

Critical Area 2 - Classrooms, Testing and Therapy Rooms

As per *The Road Back Restart and Recovery Plan for Education* schools must allow for social distancing to the maximum extent possible. The Scotch Plains-Fanwood School District has incorporated the following minimum standards:

1. Movement of students throughout the building will be minimized by establishing small cohorts of students who will remain together whenever possible.
2. Student seating in classrooms and other spaces will be spread out to maximize social distancing.
3. Seating will be arranged such that individuals will be facing the same direction, when possible.
4. Face masks are required for all staff and students while in the building, unless it will inhibit an individual's health as documented by a physician.
5. All HVAC systems will be maintained as per manufacturer's recommendations based on the type of equipment.
6. Schools will require students to wash hands for at least 20 seconds at regular intervals throughout the day. If washing with soap and water is not possible, use of an alcohol-based hand sanitizer (at least 60% alcohol) is recommended. These hand sanitizer stations will be provided in multiple locations throughout the district, including classrooms.
7. Sharing of instructional and non-instructional materials and supplies will be limited (i.e. math manipulatives, writing implements, art supplies).
8. Lockers will not be used at any school.
9. To the extent possible, schedules will accommodate limited mixing or passing of students in common areas such as hallways and bathrooms. Students and faculty will be directed to maintain a 6-foot distance when walking in the hallways.
10. EPA-registered disposable wipes and spray bottles will be provided to each classroom for cleaning commonly used surfaces including phones, keyboards, etc.

Critical Area 3 - Transportation

General Transportation Information for the 2020-2021 School Year

Due to the need for social distancing, busing is a significant safety consideration. Since students will attend school in cohorts for part of the year, each bus will transport fewer students. However, maximum social distancing will not be achievable. Therefore, students will be assigned seats and must follow strict bus rules including requirements for mask wearing and open windows for ventilation.

Subscription Busing

Subscription busing will NOT be available for the 2020-2021 school year. Subscription busing is a paid service for families who do not meet the requirements for mandated busing. If there are extenuating circumstances requiring subscription busing, please contact Marisol Rodriguez at (908) 232-6161 x4010. All other district busing will remain in place.

Waiving Transportation

To assist the district in meeting the challenges of ensuring maximum social distancing on buses, parents/guardians are encouraged to fill out the transportation portion of the survey. If a parent/guardian chooses to waive transportation for their child(ren), they are also encouraged to complete the "Waiver of Transportation" form which will be mailed home to families eligible for busing. If you have any questions, please contact Marisol Rodriguez at (908) 232-6161 x 4010.

Hybrid Return to School

With the exception of subscription busing, busing routes will remain the same as 2019-2020. Busing schedules will follow a **modified** early dismissal schedule for all students K-12. The busing schedule for the Hybrid Model is as follows:

Hybrid Model Recommendation		
Recommended Arrival	Recommended Half Day Dismissal	Time Between
8:00 AM	12:00 PM	20 minutes
8:10 AM	12:20 PM	50 minutes
8:35 AM	12:50 PM	30 minutes
8:35 AM	11:20 AM	
12:20 PM	3:10 AM	

For students with special needs, busing will be provided in accordance with their Individualized Education Program (IEP). Preschool transportation will be provided for a regular school day in accordance with the student Individualized Education Program (IEP).

Bus Staff

- Bus aides and drivers are required to wear a face mask at all times.
- All buses will be cleaned and disinfected twice a day, using a hospital-grade disinfectant.
- Windows will remain open on buses unless weather conditions would make this unsafe.
- Consumption of food and/or beverages on school buses is not permitted.

Students

- All students are required to wear face masks at all times while on the bus, unless doing so would inhibit the individual's health as documented by a physician. This documentation will be reviewed by the schools' physician.
- Students will board the bus and seat themselves from the back of the bus forward, thus, not passing other students on their way to their seat, since recommended 6 foot social distancing will not be achievable. Seating should be a maximum of one student on the short seats and two students on the long seats.
- Students are required to remain fully seated and should buckle themselves in.
- Students will face forward after seating themselves until they exit the bus.
- Students will exit the bus beginning with the front rows and progressing to the back.

Virtual Online Instruction

During periods of virtual online instruction, buses will not be operating for the transportation of students with the following exception:

If it is determined safe to transport and instruct students with special needs, busing will be provided in accordance with the students' Individualized Education Programs (IEPs).

Bus Staff

- Bus aides and drivers are required to wear a face mask at all times.
- All buses will be cleaned and disinfected twice a day, using a hospital-grade disinfectant.
- Windows will remain open on buses unless weather conditions would make this unsafe.

Students

- All students are required to wear face masks at all times while on the bus, unless doing so would inhibit the individual's health as documented by a physician. This documentation will be reviewed by the schools' physician.

Full-Time Return to School

With the exception of subscription busing, busing routes will remain the same as 2019-2020. Busing schedules will follow the regular schedule for all students K-12. For students with special needs, busing will be provided in accordance with their Individualized Education Program (IEP). Preschool transportation will be provided for a regular school day in accordance with the student's Individualized Education Program (IEP).

Bus Staff

- Bus aides and drivers are required to wear a face mask at all times, until such time when the district issues a written document removing this requirement.
- All buses will be cleaned and disinfected twice a day, using a hospital-grade disinfectant.
- Windows will remain open on buses during moderate weather conditions.

Students

- All students are required to wear face masks at all times while on the bus, until such time when the district issues a written document removing this requirement, unless doing so would inhibit the individual's health as documented by a physician. This documentation will be reviewed by the schools' physician.
- Students will board the bus and seat themselves from the back of the bus forward, thus, not passing other students on their way to their seat, since recommended social distancing will not be achievable.
- Students are required to remain fully seated and should buckle themselves in.
- Students will face forward after seating themselves.
- Students will exit the bus beginning with the front rows and progressing to the back.

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

Drop off/Pick up

Drop off/Pick up locations will be determined by building principals and communicated to parents/guardians before the start of the school year.

Entry/Exit

Staggered start and dismissal times may be put in place at each school to minimize student congestion. This will be determined and communicated by building principals.

When individuals are in line waiting to enter or exit a building, face masks must be worn, unless doing so would inhibit the individual's health as documented by a physician. That documentation will be reviewed by the school's physician.

Student Flow

The cohort model aids the regulation of hallway traffic. When possible, hallways will be unidirectional. Students and faculty will be directed to maintain a 6 foot distance when walking in the hallways.

Lockers

Access to lockers will not be allowed to keep traffic in the hallways within social distancing protocols.

Lunch

Students will not eat lunch at school. See Critical Area of Operation #8-Meals, for details.

Staff Movement

Group staff meetings and trainings will be held virtually. Staff is encouraged to minimize staff-to-staff interaction and maintain social distancing.

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

Screening for Students/Staff

These screening procedures will include the following:

- The district will provide a COVID-19 screening questionnaire that requires families to confirm daily that students are free of COVID-19 symptoms before the student is sent to school.
- If after the screening questionnaire is completed a student's status changes, the parent should immediately notify the school nurse before sending the child to school.
- Staff will be asked to complete a COVID-19 screening questionnaire on a daily basis.
- The nurse may take the temperature of a student if the nurse feels the need for additional screening.

Personal Protective Equipment (PPE)

Staff will be required to wear face masks. The district recommends a two-layer mask minimum. Staff is encouraged to provide their own masks to ensure the best selection for the individual. If wearing a mask would inhibit the individual's health, staff will have to provide documentation that will be reviewed by the school's physician. For more information about mask health: <https://www.cnn.com/2020/07/23/health/covid-mask-layers-wellness/index.html>. Face shields will be provided by the district upon request. Resources to support PPE include the district ensuring an adequate amount of PPE shall be available, accessible and provided for use.

Response to Students and Staff Presenting Symptoms

The Scotch Plains-Fanwood School District will follow the guidelines from local health officials as well as the guidance from the New Jersey Department of Health which states, "students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others."

Scotch Plains-Fanwood Public Schools will adopt procedures for **symptomatic** staff and students. These procedures will include the following: School officials will follow current Communicable Disease Service guidance for illness reporting. Staff members with a temperature of 100.4 degrees or over will undergo further assessment and be required to leave the building upon nurse recommendation. Students will be taken to an alternate location with supervision where a further assessment will be done, if a temperature of 100.4 degrees or over is confirmed in a student, he/she will remain in the nurse's office/supervised isolation room until a parent/guardian is reached for pick up.

If the school district becomes aware that an individual who has spent time in a district school/building tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality. Information about an individual who has spent time in a district school/building, who tests positive for COVID-19 will be shared with local health officials by the district lead nurse. Staff members who become aware of an individual testing positive for COVID-19 should share that

information with their school nurse who will notify the lead nurse. Parents will be encouraged to share COVID-19 testing results with the principal and the school nurse.

Protocol for Students and Staff who feel ill

- Students/staff who feel ill should stay home and not enter the school building.
- Any student who presents with any COVID-19 symptom(s) will be safely and respectfully removed from class or upon bus arrival and isolated from others to determine the student's health status. Current COVID-19 signs and symptoms are:
 - Temperature equal to or greater than 100.4 F
 - Fever
 - Chills
 - Cough
 - Shortness of breath or difficulty breathing
 - Sore throat
 - Body aches or muscle soreness
 - Nausea, vomiting, diarrhea
 - Congestion, runny nose
 - Headache
 - Fatigue
 - Rash
 - New loss of taste and smell
 - Pain or pressure in the chest
- The school nurse will assess the student when necessary and will notify the principal when appropriate.
- As information is being gathered, the principal and the school nurse will be notified.
- When signs/symptoms of COVID-19 are observed during a school day, it will be documented and a record will be maintained per FERPA / HIPAA regulations.
- Any student with a temperature equal to or greater than 100.4 degrees will be placed in an isolation area and a parent / emergency contact will be notified and be available to come for the child within 30 minutes.
 - Students with a potential COVID-19 infection must leave the school building as soon as possible. The student will exit the building at the closest exit to the alternate location.
- A staff member who is experiencing COVID-19 symptom(s) or feeling sick should leave the building and inform the principal and the school nurse that they are going home.
 - If the staff member is not well enough to drive, the staff member should go to the alternate location. If the staff member cannot drive an ambulance will be called.
- Designated alternate locations will be equipped with PPE. Any alternate location that has been occupied by a staff member or student who was thought to have signs/symptoms of COVID-19 will be closed and not used until thoroughly cleaned, sanitized and disinfected.

Protocol for Returning Staff and Students

- A staff member or student (not severely immunocompromised, with mild to moderate illness) that has tested positive for COVID-19 **with developing symptoms** may be permitted to return if it has been 10 days since symptoms first appeared (20 days for severe and critical illness and those who are severely immunocompromised) **and** 24 hours with no fever without the use of antipyretics **and** symptoms have improved. (e.g. cough, shortness of breath, diarrhea, vomiting).
- A staff member or student that has tested positive for COVID-19 **without ever developing symptoms** may be permitted to return after 10 days have passed from the date of the positive test (20 days for those that may be severely immunocompromised).
- A staff member or student with COVID-19 symptoms but negative COVID-19 test results will quarantine until the test results are available. Negative test results and doctor's clearance will need to be provided to the school nurse.
- A student that is a household contact of someone with a lab confirmed positive COVID-19, must quarantine for 14 days after the self-isolation period ends for the person who is the confirmed COVID-19 case. If the contact becomes symptomatic, testing is recommended and would then follow above guidelines.
- If the cause of the symptoms is other than COVID-19, the student/staff member upon return to school, must have a medical note from their physician with an alternative diagnosis (example, strep throat, influenza, etc.).
- Upon return to school, a student who has tested positive for COVID-19 or has displayed symptoms of COVID-19 must have a re-entry meeting with the school nurse.
- If a student or staff member displays potential COVID-19 symptoms, the district will comply with the CDC and the New Jersey Department of Health recommendations that the classroom and work areas where the student or staff member was located should be closed off for at least 24 hours prior to being cleaned, sanitized, and disinfected. The district will contact the public health department for current guidance on next step protocols.
- If a student or staff member is exposed to COVID-19 at home and/or outside of the school building, they should self-quarantine and monitor symptoms for fourteen (14) days from the last date of exposure. Exposure is defined as being within 6 feet of a COVID-19 positive person for ten (10) minutes with or without wearing a mask.
 - Secondary contacts (i.e. classmates, staff, etc.) of an individual who may have been exposed to COVID-19 are not required to self-quarantine unless otherwise advised by the Department of Health.
 - Social distancing, frequent handwashing, and hygiene practices should be reinforced and encouraged.
- Individuals experiencing symptoms of COVID-19 are encouraged to get tested.

Protocols in response to a positive case of COVID-19

- Upon learning that a member of district staff or a student of the district has tested positive for COVID-19, a staff member or parent/guardian of the student will report that information to the school nurse.

- The school nurse will relay that information to the district lead nurse who will contact the local health department and work collaboratively with the school nurse to develop a plan to institute contact tracing.
- In consultation with the local health department, the lead nurse, Superintendent and school principal, all will determine which staff and student families will be notified that a person in the building has tested positive for COVID-19. The notification will not include identifying information and will be consistent with all privacy laws and regulations.
- In consultation with, and under the guidance of the Union County Department of Health, the Superintendent may, with knowledge of the Board of Education President, close one or more school buildings if the situation warrants.

Critical Area 6 - Contact Tracing

All school nurses, as well as other identified staff members, will be provided information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease. School nurses will immediately notify public health officials as they become aware of a student or staff member who has tested positive for COVID-19.

While the NJDOE Guidance does not include any “anticipated minimum standards” for contact tracing in the Critical Area of Contact Tracing, the Scotch Plains-Fanwood School District and district administrators, school safety specialist, counselors, and any other staff deemed appropriate by the Superintendent or designee, will be provided information regarding the role of contact tracing conducted by state, county, and local officials. The Scotch Plains-Fanwood School District nurses, under the leadership of the District Lead Nurse and the supervision of the Director of Special Services will provide training to staff members on the importance of contact tracing.

Contact tracing is the process used to identify those who come into contact with people who have tested positive for any contagious diseases, including COVID-19. Contact tracing is used by health departments to prevent the spread of infectious disease. In general, contact tracing involves identifying people who have an infectious disease (cases) and their contacts (people who may have been exposed) and working with them to interrupt disease transmission. For COVID-19, this includes asking cases to isolate and contacts to quarantine at home voluntarily.

All procedures will adhere to applicable federal and state law and regulations regarding privacy and the confidentiality of records.

Contact tracing for COVID-19 typically involves:

- Interviewing people with COVID-19 to identify everyone with whom they had close contact during the time they may have been infectious
- Notifying contacts of their potential exposure
- Referring contacts for testing
- Monitoring contacts for signs and symptoms of COVID-19

- Connecting contacts with services they might need during the self-quarantine period

The District Lead Nurse will be the primary liaison between the district and the Union County Health Department with regard to reporting positive cases of COVID-19 and assisting in any contact tracing at the state, county or local level as needed.

Critical Area 7 - Facilities Cleaning Practices

Cleaning/Disinfecting

- District custodians will conduct increased cleaning and disinfecting with special attention paid to classroom desks and chairs, door handles and push plates, handrails, bathrooms, light switches, and other frequently touched surfaces.
- Each building will be cleaned, sanitized, and disinfected on a daily basis. Certain frequently used surfaces will receive more frequent wipe downs.
- Specialized cleaning equipment has been purchased, including electrostatic sprayers to more effectively assist in the disinfection process.
- The district also will continue to adhere to existing required facilities cleaning practices and procedures.
- Water bottle filling stations will be available for use and will be cleaned every 90-120 minutes during the school day. Drinking fountains will be turned off and not available for use.

Facility Staff and Proper PPE

- The Buildings and Grounds staff is required to wear proper Personal Protection Equipment (PPE) at all times to keep themselves and others safe.
- All staff are well versed on the need to wash hands frequently, keep social distancing, and to not come in to work if they are not feeling well. This is for the safety and protection of all staff.

Products used for Cleaning and Disinfecting

- The Scotch Plains-Fanwood School District uses EPA-registered, hospital-grade products which are qualified for cleaning in New Jersey schools.
- "64H neutral disinfectant", approved for the COVID-19 virus, and "72 Hydrogen Peroxide" are used to clean and disinfect rooms and surfaces.
- All custodial staff have been trained on proper use of these products.

Indoor Air Quality (IAQ)

- Maintenance staff maintain proper air circulation in all district buildings.
- HVAC systems have a fresh air component to their operation.
- Air conditioning unit filters are maintained as per manufacturers' recommendations based on the type of equipment.
- Staff is encouraged to open windows whenever possible to promote air flow in conjunction with turning off the air conditioning.

Critical Area 8 – Meals

- Students will NOT eat lunch at school, as there will be no cafeteria services provided.
- If weather permits and an outside space becomes available, snack time may be permitted for our young learners.
- “Grab and Go” style lunches will be provided for students who qualify for Free and Reduced Lunch. These lunches will be provided by our food service provider, Pomptonian Food Services. This process will maintain privacy for free and reduced students.
- The district will consider offering “grab and go” lunches to all other students who wish to purchase a lunch.

Families who were enrolled in the Free and Reduced Lunch Program for the 2019-2020 school year will continue to be eligible to receive lunches for their students beginning September 10, 2020. This enrollment will be discontinued effective October 23, 2020, unless a 2020-2021 Free and Reduced application has been submitted and approved before October 23, 2020.

The district will contact each family prior to school opening in order to confirm their wish to participate in the program beginning in September. This information will be shared with the Food Service Director at Pomptonian, ensuring that the appropriate number of lunches will be prepared.

Information for families interested in enrolling in the [Free and Reduced Lunch Program](#) can be found on the Scotch Plains-Fanwood Public School webpage.

Hybrid Return to School

“Grab and go” style bagged lunches will be prepared for each Free and Reduced student at the Scotch Plains-Fanwood High School kitchen and will be delivered to the elementary and middle schools via courier for distribution to the students. Free and Reduced high school students will receive their lunches directly from the high school cafeteria.

The district will consider offering “grab and go” lunches to all other students who wish to purchase a lunch.

On their final day of in-school instruction each week, Free and Reduced students will be provided with a sufficient number of lunches for their virtual instruction days.

All lunches are to be eaten after arrival at home. Consumption of food and/or beverages on the school buses is not permitted.

If Free or Reduced families have opted for 100% remote online instruction during a district hybrid period of instruction, families will be able to pick up their students’ lunches for multiple days from the high school cafeteria.

Virtual Online Instruction

During periods of 100% remote online instruction for the district, “grab and go” style bagged lunches will be delivered to the homes of all Free and Reduced students by district transportation personnel.

It is anticipated that there may be the need for additional or revised considerations to be made throughout the duration of the pandemic.

Critical Area 9 - Activity Breaks and Physical Education

The Scotch Plains-Fanwood School District will follow the guidelines from the New Jersey Department of Education which states that, “school districts must complete an inventory of outdoor spaces and mark off areas to ensure separation between students.

- Stagger activity break. If multiple groups are participating in activity breaks at the same time, they will engage in social distancing norms with assigned locations for each group.
- Cones, flags, tape, or other signs will be used to create boundaries between groups, to limit cohort mixing.
- Hands will be washed immediately upon returning from activity break.
- Locker rooms will be closed to mitigate risk. Students are encouraged to wear comfortable clothing and safe footwear to allow for students to participate in physical education without the use of a locker room.

Critical Area 10 - Field Trips, Extracurricular, and Facilities Use

Field Trips

No in-person field trips will be approved for the foreseeable future. Virtual field trips may be offered during the school year, as correlated to curriculum.

Extra-Curricular Activities

Extracurricular clubs and activities for students that take place after school hours will be reviewed by the advisor and the school principal to determine feasibility. This includes, but is not limited to student clubs, musical and drama performances, and Parent Teacher Association (PTA) sponsored events.

The Scotch Plains-Fanwood School Athletic Department will follow NJSIAA guidelines. Please see page 50 for details on Athletics.

Use of Facilities Outside of School Hours

Any requests from external community organizations to use school facilities will be considered after their safety plan is reviewed.

Conditions for Learning - Academic, Social and Behavioral Supports

Critical Area 11: Social Emotional Learning (SEL) and School Climate and Culture

“Social emotional learning (SEL) will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning.”

*-New Jersey Department of Education
The Road Back: Restart and Recovery Plan for Education*

Social Emotional Learning (SEL)

The global pandemic prioritizes the need for Social Emotional Learning to ensure that students are available for academic learning, while their emotional and social needs are recognized and met.

The District is continuously reviewing available SEL resources for staff and students. The district mental health professionals design programs to meet individual student needs. Also, they support administration for professional development around promoting a positive climate/culture while in school and/or virtual learning.

School Climate and Culture

Our goal as a school community is to support all students and families throughout our district. We strive to provide a place where students can feel safe and protected. As we begin this school year, we will make an even greater conscious effort to prioritize the health of our school community. We understand there will be physical and emotional effects of COVID-19 which we will address, but we will also focus a great deal on issues surrounding hate, bias, social injustice, and race.

The district will continue to provide professional development for teachers to learn best practices for building a positive classroom community in both the live and virtual classrooms. We will continue to embark on our “Courageous Conversations” programs throughout the school year.

Our elementary classrooms will continue to engage in discussions on fairness, character, tolerance, kindness, equity, and other age-appropriate topics through our many curricula.

Critical Area 12: Multi-Tiered Systems of Support

Feedback from educators, parents, school administrators, mental health professionals, and students via surveys and various committee meetings suggests that COVID-19 will have significant psychological and emotional impacts on students. Additionally, the District recognizes the potential negative social and emotional impact on students and staff of an environment that requires minimized social interactions, face coverings, and significant hygiene/cleaning protocols. Appropriate resources and support will be provided for students and staff to process the range of emotions one may experience as a result of COVID-19.

School staff will be provided with specific indicators to identify students who may be at-risk. School staff will collaborate with the student assistance specialists, school counselors, members of the child study team, and/or contracted providers and communicate with parents to determine appropriate support and interventions to meet the varied needs of the students.

Each school has an Intervention and Referral Services (I&RS) Team or Core Team (HS) that focuses on a collaborative school effort between district personnel and parents to intervene when a student has been identified as demonstrating difficulty academically, socially, and/or emotionally in the general education setting. The I&RS Team collects and evaluates relevant data in order to determine or identify specific barriers to student performance. Once these barriers have been identified, individualized interventions are determined and implemented through an action plan in order to address the concerns. In some instances, academic and behavioral supports and interventions are developed and implemented utilizing the multi-tiered systems of supports (MTSS). Student monitoring is integral throughout the process and the team continues to identify and evaluate problems, solutions, and progress within the student's academic setting. A district team will review various screening mechanisms to determine how to best identify the social, emotional, academic, technological supports a student may need during the reopening of schools.

Intervention and Referral Services

The Intervention and Referral Services (I&RS) Team is a multidisciplinary school-based committee that assists educators to plan, deliver, and monitor interventions to assist students who are experiencing learning, behavioral and/or health difficulties. Each school coordinates a system for planning and delivery of intervention and referral services designed to address the student's needs. Parents or teachers can make referrals to the I&RS Team. The I&RS Team discusses specific concerns, the implementation of prior interventions or modifications, and ways to further help the student. The team provides support and guidance to school staff through an I&RS Action Plan that identifies the presenting issue(s), determines goals, outlines strategies/interventions to be implemented, and sets a future date to review the effectiveness and outcome of the Action Plan. Parent input is important in the process. Parents are informed of the meeting, invited to participate and will receive written copies of the team's recommendations.

Since the ultimate goal of every I&RS action plan is to maximize the chances for short-term success, as well as long term change of the individuals' involved, the team continues the I&RS process for each case, as necessary, to achieve the desired outcomes. A plan that does not achieve the intended results is not a failure, but provides additional information for team consideration, and it indicates that additional work must be done; this is the nature of the I&RS process. The steps of the process are sequential and linear, but the overall process for achieving success is cyclical. If a student continues to not make meaningful progress toward intended outcomes despite the documented interventions, the I&RS may refer the student to the Child Study Team for an evaluation.

The committee may be composed of staff members, including a child study team member (CST), the school nurse, a teacher from special services and the general education teacher. Other staff members are invited if they are relevant to the needs of the child, such as the speech therapist, or if the staff member is on the committee for that school year. The committee meets monthly to review the progress of individual students who may require supportive services. Parents and guardians of the child being discussed are encouraged to attend the meetings to share their knowledge and understanding of the child.

Basic Skills Program

The district's Basic Skills programs (Reading Recovery, Students Obtaining Success, and Reaching Achieving Succeeding) focus on providing supplemental instruction in the areas of reading, writing and mathematics. Within the context of the Restart Plan, Basic Skills teachers will assess students to determine where they are in their learning and what interventions they need to meet grade level standards. Teachers will continue to provide targeted supplemental instruction to support students' academic success through both in-class instruction and virtual learning at home. During in-class instruction, Basic Skills teachers will support students with their classroom assignments and then will also meet with small groups or individual students virtually during the afternoon for additional, differentiated instruction.

QUEST Program

The district's QUEST program focuses on providing supplemental, specialized instruction to students in grades 4-8 with academic talents to extend and enrich their learning. Within the context of the Restart Plan, the QUEST team will identify students eligible for the program based on multiple measures and will provide weekly instruction to grade level groups during the afternoon virtual learning at home.

English Language Learners

The English as a Second Language focuses on providing direct English instruction to English language learners and supporting their academic success in all academic support areas. In our Restart Plan, the ESL teachers will continue to support English language learning during the school day by following the daily schedules outlined in this document for elementary, middle and high school. Teachers will continue to support English language learners during small group and individual meetings time during afternoon on-line sessions. These afternoon sessions will take place for students who attended the morning sessions in person, as well as students who participated in the morning sessions on-line.

Critical Area 13: Wraparound Supports

Wraparound services ensure that students who are in need of additional academic, behavioral and social-emotional supports that differ from traditional school-based services receive appropriate services. Throughout the district, teachers, principals, counselors, nurses, Child Study Team members, Intervention and Referral Services Committees, and 504 Committees will collaborate in determining student and family needs, coordinating services and providing additional resources for students and families.

Educator Well-Being

It is important to support the well-being of staff. As staff's social-emotional state improves, they will better be able to support the social-emotional well-being and learning of their students. As such, staff will be able to learn about processing traumatic events, self-care and well-being strategies, mental and behavioral resources, and have opportunities to practice and reflect on their own social and emotional competence through summer professional workshops, opening of school professional development, faculty meetings, and scheduled professional development.

Specifically, staff may participate in the opportunity to:

- Discuss the impact that COVID-19 is having in their lives and the lives of their students through workshops on trauma-informed schools.
- Participate in training on self-care practices and warning signs of secondary traumatic stress as well as work-life balance through Flex professional development opportunities.
- Access resources for mental health support and behavioral resources.
- Learn ways to practice and reflect on the five social-emotional learning competencies in their personal and professional lives.

Trauma-Informed Social Emotional Learning

The Scotch Plains-Fanwood School District is organizing and preparing for the next school year, acknowledging the potential trauma that staff and students have faced during the COVID-19 school closures. Trauma-informed social-emotional learning is an approach to foster youths' social-emotional development with practices that support all students, but is particularly inclusive and responsive to the needs of children and youth who have experienced trauma.

Staff will be trained on social emotional learning goals and programs to be implemented. Student Assistance Specialists, school counselors, district social workers, school psychologists, and contracted providers will be available to address trauma and social-emotional well-being of staff and students. Staff and students will be provided with opportunities to connect and reflect throughout the school year. Staff will check-in with students on a regular basis to create a sense of safety, foster a sense of community and build teacher-to-student, student-to-teacher, and student-to-student connections. They will also identify any supports and barriers to ensuring optimal learning environments so students feel they are able to develop meaningful

relationships with staff and peers, exercise their agency, and explore their strengths in a welcoming environment.

Mental health and trauma support resources will be expanded. School-based services for students will be provided by the student assistance specialists, school counselors, school social workers, school psychologists, and/or contracted providers. Staff will be provided mental health and trauma support resources and services for students and themselves.

Age-appropriate lessons will be developed and implemented by school staff to address the impact of COVID-19.

School Culture and Climate

School climate refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

The district maintains a school climate team in each school. Each school's climate team may assess its school's climate to identify vulnerabilities and develop strategies to address those vulnerabilities. Specifically, each grade level will have age-appropriate activities to positively impact the school's climate. For example, teachers will implement lessons integrating social norms, relationship building, and behavioral expectations for the school year. Social-emotional learning skills and strategies will be embedded in virtual, hybrid, and/or in-person learning environments. Learning opportunities will include opportunities for students to connect with one another and with staff. Staff will be reminded of the protocol to report concerns related to student needs and behavior and updated on the communication mechanisms in each model of instruction.

Utilizing the Strength of Staff

As the district reflects on its past practice on social-emotional learning, it recognizes the positive impact those practices have had on students' social-emotional development. As such, the district leadership will continue to communicate the importance of student social-emotional learning and the vision of each student having at least one caring adult staff member checking in on them. Staff will be provided with continued and expanded professional development in trauma-informed schools, secondary traumatic stress, positive behavioral supports, and mindfulness strategies. The instructional day will provide expanded time to embed social-emotional learning activities into the curriculum.

Furthermore, each school's climate team will continue to assess its communication mechanisms with the school's community. The district website will continue to provide resources on social-emotional learning and mental health resources to the community at large. Each school will develop and implement a mechanism to report changes in behavior, concerns about attendance, and at-risk identifiers to the school's student assistance specialist, school counselor, and/or school administrator. Student assistance specialists, school counselors, school social workers, school psychologists, and contracted staff will continue to provide support to the students and staff of the district via professional development opportunities, parent workshops, small group activities, and individual conferences. Additionally, they will

continue to provide teachers and parents with outside resources to support students' social-emotional needs via school and district communication mechanisms and individual communications.

Mental Health and Wellness

School-based staff also coordinate with students and families to provide additional resources and supports in the areas of: mental health supports; primary health care and dental care; family engagement activities, and other academic, behavioral, and social-emotional supports.

Additionally, through a contracted service provider, the district provides wrap around services to middle school and high school students. The program offers mental health best practices and clinical programs in the school setting, during the school day, and provides each student in the program with comprehensive support tailored to their needs.

Mental Health Supports

As a school community, we are aware of the ways social, emotional or mental health difficulties can present barriers to students' availability or ability to learn at any given time. We remain committed to providing the mental health support necessary to our students and families. Our district support staff, which includes [Guidance, Student Assistance Specialists and Coordinator, and our Child Study Team](#) are trained in the areas of social-emotional needs and mental health concerns. For our community as a whole, and particularly as parents and caregivers, it is important now more than ever that we are aware of the mental health needs of our learners and ourselves. In addition to the primary resources in our district, our larger community and state also provides an abundance of support systems and resources. Those resources can be found on our District website under "[Counseling](#)".

Important mental health resources include:

NJ Mental Health Cares - 1-866-202-4357
 Performcare - 1-877-652-7624
 211 Impact - 1-877-652-1148
 Caring Contact - 908-232-2880 or text "heart" to 741-741
 Family Helpline - 1-800-843-5437
 2nd Floor - 1-888-222-2228

A district team of mental health professionals will consider using a mental health needs assessment tool to identify needs and gaps in supports for all students.

Student mental health supports include:

Tier One Interventions

Prevention and Universal Supports for All Students and Families

- Provide access to resources to self-care, self-help, parent supports, and psychoeducational information.
- Continue to utilize a trauma-sensitive and culturally responsive approach to student engagement and support.
- Continue to develop efforts to provide Social and Emotional Learning (SEL) programming.
- Consider planned check-ins with teachers and parents to assist in identifying at-risk students.
- Share information with parents and educators regarding how to identify when a student may be struggling with a mental health issue.
- As part of the District's commitment to supporting the health and well-being of our school community, the purpose of [The Inner Well Wellness webpage](#) is to promote the understanding that wellness is an active process of becoming aware of and making choices toward a healthy and fulfilling life. Students, families, and staff are encouraged to embed these self care resources into their daily routine.

Tier Two Interventions

Establishing more intensive supports (in addition to Tier One) that can be provided to students who are identified as at-risk for mental health and/or substance abuse.

- Consider utilizing existing staff (School Psychologists, Social Workers, and/or school counselors) to provide support for students who are identified as needing assistance.
- Connect families with local community providers, county resources, and other organizations to enhance Tier Two and Three supports.
- Proactively reach out to Union County's Care Management to establish connections to better support families who may be receiving or in need of Tier Two or Three supports outside of school. (Each school has this information readily available for school counselors/CST)
- Explore higher education partnerships (school psychology and/or social work programs; education programs may be considered as well) to assist with the further development of mental health curriculum resources and supports.

Tier Three Interventions

Individualized and intensive support for students who are identified as needing mental health and/or substance abuse interventions

- Consider the school district's capacity to provide students with individualized counseling, monitoring of progress, and therapeutic support through existing programs and current staff.
- Collaborate with local community providers, county resources, and other organizations to enhance Tier 2 and 3 supports.
- Connect students and parents to individual counseling, family therapy, outpatient programs, or addiction services as needed.

Primary Health and Dental Care

- Role of School Physician
The district continues to collaborate and coordinate policies and procedures with the appointed school physician. The school physician will assist the school nurses and district administrative team in the coordination of referrals to government agencies such as the New Jersey Department of Children and Families, the Department of Health and Human Service, and the local community health care providers.
- Role of School Nurse
School nurses serve a vital role and function in assuring health equity and academic success for all children. School nurses tie the gap between health and education, while ensuring that all children have an opportunity for optimum health and wellness while attaining educational achievement. School nurses provide health services, manage care for students with chronic or acute health concerns to minimize interruptions in learning, perform health screenings, conduct disease surveillance, and connect families with necessary services throughout the community. The school's nurse efficiency in meeting the needs of students and the school community are dependent on the nurse's knowledge, skills, and resources, combined with his/her ability to effectively apply them in the school setting.

Family Engagement

- Administration of Surveys
The district understands the importance of family engagement in the restart process. Families were provided with various surveys to identify student and household needs as well as identification of barriers toward learning i.e., technology supports, academic support, free or reduced lunch options, and social and emotional support. The District elicited parent input pertaining to the reopening of schools and anticipated learning models.
- Involvement of Committees
In addition to surveys, email communications, and small group meetings, the district included student family members in the District Restart Committee, as well as in each school's Pandemic Team.
- Partnerships with Local Agencies
District staff will establish, strengthen, and/or continue valuable partnerships with local community organizations, county and state agencies to meet the diverse needs of the school community.

Academic Enrichment & Mentoring

Opportunities for additional programs will be explored to provide extended learning opportunities and/or mentoring programs that may be necessary to meet student needs.

Critical Area 14: Food Service and Distribution

The Scotch Plains-Fanwood School District is working cooperatively with our food service Pomptonian Food Services, to provide meals to students who qualify for free or reduced lunch.

For further details refer to Critical Area # 8 - Meals

Critical Area 15: Quality Child Care

“All childcare providers, whether licensed or operated in schools, will be required to follow the guidelines by the New Jersey Division of Children and Families (NJDCF) and the New Jersey Department of Health (NJDOH). The NJDOE’s Office of Preschool (OSP) in the Division of Early Childhood Education (DECE) will continue its efforts to ensure quality preschool programs are supported as they reopen.”

*-New Jersey Department of Education
The Road Back: Restart and Recovery Plan for Education*

The Scotch Plains-Fanwood School District recognizes that the modified schedules at all grade levels may increase the likelihood of families that face child care challenges. We are working with the YMCA to provide aftercare for families. Additionally, we are also communicating with other child care partners for possible placement (JCC, Light Bridge Academy and the Wonder Years Academy). The district will communicate any changes or modifications to schedules the district may need to make.

Families are encouraged to contact Union County’s [Child Care Resource and Referral Agency](#) for a list of licensed child care programs, including family daycare in the Scotch Plains-Fanwood area. The NJDOE’s website provides contact information for [Head Start Agencies](#).

Leadership and Planning

In designing the hybrid model of learning, administrators met numerous times and discussed all critical aspects of the possible scheduling configurations for each level. A District Restart Committee was established and School-Based Pandemic Response Teams met to inform the development of this Restart and Recovery Plan.

The critical issues considered in this section include:

1. District Restart Committee/Pandemic Response Teams
2. Scheduling
3. Special Education Scheduling
4. Staffing
5. Athletics

District Restart Committee

The District Restart Committee was established in July and includes the diverse voices of community stakeholders to advise the Superintendent of Schools in the development of the Restart and Recovery Plan to safely reopen schools in September 2020 that best fits the needs of Scotch Plains-Fanwood school community. Included in these committee meetings were discussions regarding health and safety of students and staff, scheduling of the students, professional development and special education.

Pandemic Response Teams

Each school is working with representatives of the school community and established a school-based Pandemic Response Team (PRT). Members of the school PRTs include a diverse cross-section of administrators, parents, teachers, and other staff members. The principals report the work of their respective committees to the Superintendent to ensure coordinated actions.

Scheduling

Preschool Schedule for Hybrid and Online Learning

The Scotch Plains - Fanwood Preschool Program will operate two sessions of instruction per day following a hybrid schedule to provide as much in-person instruction as possible while also maintaining small class sizes that allow for social distancing. Each session will be 2.5 hours in duration. The morning session will meet from 8:35-11:05am, and the afternoon session will meet from 12:40-3:10pm. In lieu of the hybrid model, families will also have the option to participate in fully-remote online learning sessions.

Classes will be split into cohorts so that half of the morning children will attend in-person instruction on “BLUE” days and the other half of the morning children will attend in-person instruction on “RED” days. Similarly, the afternoon children will also be assigned to the BLUE cohort or the RED cohort, and follow the alternating schedule as well. The BLUE cohort will attend school on Mondays and Tuesdays, and the RED cohort will attend school on Thursdays and Fridays. The cohorts will attend school on alternating Wednesdays (BLUE cohort one Wednesday, RED cohort the following Wednesday).

Sample Rotation for In-Person Instruction (Preschool Program ONLY)

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
AM Session (8:35-11:05am)	AM-BLUE	AM-BLUE	AM-BLUE	AM-RED	AM-RED
PM Session (12:40-3:10pm)	PM-BLUE	PM-BLUE	PM-BLUE	PM-RED	PM-RED

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
AM Session (8:35-11:05am)	AM-BLUE	AM-BLUE	AM-RED	AM-RED	AM-RED
PM Session (12:40-3:10pm)	PM-BLUE	PM-BLUE	PM-RED	PM-RED	PM-RED

Online instruction will be provided for children participating in the hybrid model on days when they are not in school, and for children participating in the fully-remote online learning option. Families will be provided with scheduled times during their assigned session for children to participate in whole class activities (i.e. Morning Meeting, Closing Circle, gross motor activities, etc.) and some small group experiences. In addition, families will be provided with activities that can be enjoyed at home to further develop children’s growing skills in the areas of language, literacy, mathematics, cognitive, physical, and social-emotional development.

Kindergarten - Grade 4 Schedule for Hybrid and Online Learning

Families of students in Kindergarten through Grade 4 may choose to participate in a hybrid model or fully-remote online instruction.

Hybrid Model (K-4)

- Every effort will be made to assign siblings to the same cohort (**BLUE** or **RED**).
 - Students in the **BLUE** cohort will attend in-person instruction on Mondays and Tuesdays.
 - Students in the **RED** cohort will attend in-person instruction on Thursdays and Fridays.
 - The **BLUE** and **RED** cohorts will be scheduled for in-person instruction on alternating Wednesdays.
- Students will attend school following a modified single-session day schedule, with drop-off beginning at 8:25am. Instruction will start at 8:35am, and students will be dismissed at 12:50pm.
- Lunch and recess will not be provided at school.
- Students will participate in one hour of online small group sessions via video-conferencing during scheduled times in the afternoon with classroom or special area teachers. Additional instruction for Special Education, Basic Skills, QUEST, and Related Services will also be scheduled during this time for students who qualify.
- On days when students are home, live instruction will be accessible via a video-conferencing platform.

Sample Rotation for In-Person Instruction (Kindergarten - Grade 4)

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Single Session (8:35-12:50pm)	BLUE Cohort	BLUE Cohort	BLUE Cohort	RED Cohort	RED Cohort

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Single Session (8:35-12:50pm)	BLUE Cohort	BLUE Cohort	RED Cohort	RED Cohort	RED Cohort

Fully-Remote Online Learning Model (K-4)

Students who choose Fully-Remote Online Learning Instruction will participate in all of their classes via video-conferencing, Google Classroom and other digital tools. All students will participate in synchronous learning together with their teachers during their assigned class schedule.

Middle School Schedule for Hybrid and Online Learning

Families of students in Grades 5-8 may choose to participate in a hybrid model or fully-remote online instruction.

Hybrid Model (5-8)

- Every effort will be made to assign siblings to the same cohort (**BLUE** or **RED**).
 - Students in the **BLUE** cohort will attend in-person instruction on Mondays and Tuesdays.
 - Students in the **RED** cohort will attend in-person instruction on Thursdays and Fridays.
 - The **BLUE** and **RED** cohorts will participate in online learning on Wednesdays.
- Students at the middle schools will receive a full day of instruction using the following schedule:
 - Periods in grades 6-8 are 55 minutes in length; periods in grade 5 are 65 minutes in length.
 - During the morning session (8:10 to 12:20), students will attend their period 1-4 classes on “A” days and period 5-9 classes on “B” days.
 - During the afternoon session (1:40-2:42) students will engage in online instructional sessions with their teachers.
 - Only the morning session will meet in person based on assigned cohorts (**BLUE** or **RED**)
 - Lunch and recess will not be provided at school.
- Students will participate in one hour of additional online sessions via videoconferencing platforms during scheduled times in the afternoon.
- On days when students are home, they will participate synchronously in their classes via a video conferencing platform.
- While everyone is remote online learning on Wednesday, the same schedule will be followed.

Fully-Remote Online Learning Model (5-8)

Students who choose Fully-Remote Online Learning Instruction will participate in all of their classes via videoconferencing, Google Classroom and other digital tools. All students will participate in synchronous learning together with their teachers during their assigned class schedule.

Schedule for students in grades 6-8:

See below for example schedules:

Time	Day "A"	Day "B"
8:10-9:05	Period 1	Period 5 or 6
9:08-10:03	Period 2	Period 6 or 7
10:08-11:03	Period 3	Period 8
11:08-12:03	Period 4	Period 9
12:05-12:20	Dismissal	Dismissal
12:25-1:37	Lunch	Lunch
1:40-2:24	Online instruction: Period 1 Period 2 Period 3 Period 4	Online instruction Period 6

SCOTCH PLAINS-FANWOOD SCHOOL DISTRICT

Student example schedule: 7th grade

“Jason”	DAY 1A	DAY 1B	DAY 2A	DAY 2B	DAY 3A	DAY 3B
Period 1/6 8:10-9:05	SPANISH	WRITING WORKSHOP	SPANISH	WRITING WORKSHOP	SPANISH	WRITING WORKSHOP
Period 2/7 9:08-10:03	LANGUAGE ARTS	SCIENCE	LANGUAGE ARTS	SCIENCE	LANGUAGE ARTS	SCIENCE
Period 3/8 10:08-11:03	SOCIAL STUDIES	PHYSICAL EDUCATION	SOCIAL STUDIES	PHYSICAL EDUCATION	SOCIAL STUDIES	PHYSICAL EDUCATION
Period 4/9 11:08-12:03	MATH	MATH EXPO	MATH	MATH EXPO	MATH	MATH EXPO
Staggered dismissal 12:05-12:20	Staggered dismissal	Staggered dismissal	Staggered dismissal	Staggered dismissal	Staggered dismissal	Staggered dismissal
Assignments/ Lunch 12:25-1:37	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Ongoing instruction 1:40-2:42	Ongoing instruction	Ongoing instruction	Ongoing instruction	Ongoing instruction	Ongoing instruction	Ongoing instruction
“Jason”	DAY 4A	DAY 4B	DAY 5A	DAY 5B	DAY 6A	DAY 6B
Period 1/6 8:10-9:05	SPANISH	WRITING WORKSHOP	SPANISH	WRITING WORKSHOP	SPANISH	WRITING WORKSHOP
Period 2/7 9:08-10:03	LANGUAGE ARTS	SCIENCE	LANGUAGE ARTS	SCIENCE	LANGUAGE ARTS	SCIENCE
Period 3/8 10:08-11:03	SOCIAL STUDIES	PHYSICAL EDUCATION	SOCIAL STUDIES	PHYSICAL EDUCATION	SOCIAL STUDIES	PHYSICAL EDUCATION
Period 4/9 11:08-12:03	MATH	DIGITAL ARTS (Semester 1)	MATH	DIGITAL ARTS (Semester 1)	MATH	DIGITAL ARTS (Semester 1)
Staggered dismissal 12:05-12:20	Staggered dismissal	Staggered dismissal	Staggered dismissal	Staggered dismissal	Staggered dismissal	Staggered dismissal
Assignments/ Lunch 12:25-1:37	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Ongoing instruction 1:40-2:42	Ongoing instruction	Ongoing instruction	Ongoing instruction	Ongoing instruction	Ongoing instruction	Ongoing instruction

Student example schedule: 5th grade

“Samantha”	DAY 1A	DAY 1B	DAY 2A	DAY 2B	DAY 3A	DAY 3B
Period 1 8:10 – 9:15	LANGUAGE ARTS 5	FLEX TIME	LANGUAGE ARTS 5	FLEX TIME	LANGUAGE ARTS 5	FLEX TIME
Period 2 9:20 – 10:25	READING 5	SOCIAL STUDIES	READING 5	SOCIAL STUDIES	READING 5	PE
Period 3 10:30 – 11:35	MATH 5	WORLD LANGUAGE	MATH 5	WORLD LANGUAGE	MATH 5	SOCIAL STUDIES
FLEX TIME 11:40 – 12:03	FLEX TIME	SCIENCE	FLEX TIME	IC/PE	FLEX TIME	SCIENCE
Staggered dismissal 12:05-12:20	Staggered dismissal					
Lunch/Play 12:25-2:12	Travel/Lunch/Play	Travel/Lunch/Play	Travel/Lunch/Play	Travel/Lunch/Play	Travel/Lunch/Play	Travel/Lunch/Play
Ongoing instruction 2:15-2:42	Ongoing instruction					
“Samantha”	DAY 4A	DAY 4B	DAY 5A	DAY 5B	DAY 6A	DAY 6B
FLEX TIME 8:10 – 9:05	LANGUAGE ARTS 5	FLEX TIME	LANGUAGE ARTS 5	FLEX TIME	LANGUAGE ARTS 5	FLEX TIME
Period 7 9:08 – 10:03	READING 5	ART	READING 5	PE	READING 5	SCIENCE
Period 8 10:08 – 11:03	MATH 5	SCIENCE	MATH 5	SOCIAL STUDIES	MATH 5	MUSIC
Period 9 11:08 – 12:03	FLEX TIME	IC/PE	FLEX TIME	SCIENCE	FLEX TIME	SOCIAL STUDIES
Staggered dismissal 12:05-12:20	Staggered dismissal					
Lunch/Play 12:25-1:25	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Ongoing instruction 1:30-2:42	Ongoing instruction					

Students will have 3 classes daily (65 minutes) and an additional 20 minutes of flex time.

High School Schedule for Hybrid and Online Learning

GENERAL INFORMATION:

Families of students in Grades 9-12 may choose to participate in a hybrid model or fully-remote online instruction.

Hybrid Model (9-12)

- Every effort will be made to assign siblings to the same cohort (**BLUE** or **RED**).
 - Students in the **BLUE** cohort will attend in-person instruction on Mondays and Tuesdays.
 - Students in the **RED** cohort will attend in-person instruction on Thursdays and Fridays.
 - The **BLUE** and **RED** cohorts will participate in online learning on Wednesdays.
- Students at the high school will receive a full day of instruction using the following schedule:
 - Periods in grades 9-12 are approximately 55 minutes in length; During the morning session, students will attend their block 1A-4A classes on “A” days and block 1B-4B classes on “B” days.
 - During the afternoon session (1:08-2:24) students will engage in online instructional sessions with their teachers.
 - Only the morning session will meet in person based on assigned cohorts (**BLUE** or **RED**).
 - Lunch will not be served at school. A 60-minute break is allotted for dismissal and lunch.
 - On days when students are home on remote online learning instruction, they will participate synchronously in their classes via a video conferencing platform.
 - While everyone is remote online learning on Wednesday, the same schedule will be followed.

Fully-Remote Online Learning Model (9-12)

Students who choose Fully-Remote Online Learning Instruction will participate in all of their classes via videoconferencing, Google Classroom and other digital tools. All students will participate in synchronous learning together with their teachers during their assigned class schedule.

SCOTCH PLAINS-FANWOOD SCHOOL DISTRICT

SCOTCH PLAINS-FANWOOD HIGH SCHOOL
BLOCK SCHEDULE
TIME PERIODS

Time Start/End	BLOCK	A-DAY	B-DAY	LENGTH (MINUTES)	
8:00-8:57	1	1A	1B	57	
9:02-9:58	2	2A	2B	56	
10:03-10:59	3	3A	3B	56	AM VO-TECH ARRIVES AND ATTEND BLOCKS 3 & 4 (EXACT TIME OF ARRIVAL TBD)
11:04-12:00	4	4A	4B	56	PM VO-TECH ATTENDS BLOCK 1 & 2 THEN ATTENDS VO-TECH (EXACT TIME OF DEPARTURE TO VOTECH TBD)
12:00-1:00	Dismissal (travel home, and lunch at home)				
1:08-2:24	Online instruction				

Special Education

Overview of Schedule

Special education students are those students with individualized education plans (IEPs) whose educational program requires special education and related services.

Self-Contained Classes PreK to Grade 12

For students in our self-contained pre-kindergarten, kindergarten, and grades one to twelve, we will offer in-person instruction daily for the scheduled week of instruction with the exception of any grade level that has a full virtual day. Class sizes and room sizes support proper social distancing while addressing the individualized need for in-person instruction. In the afternoon, students will have the opportunity to participate in various small group or individual sessions with special education teachers and/or participate in instructional sessions. Instruction will address student's learning goals and objectives to the greatest extent possible.

Special education students will follow the general education instructional minutes and schedules outlined in this document for their grade level. For students who require related services, providers may provide sessions during in-person instruction and/or during remote learning, as schedules permit. District staff will continue to examine scheduling for the self-contained students to allow a phase-in to full-day of in-person instruction. Considerations for a full day of in-person instruction will depend on the ability to maintain the safety of the students and staff while meeting social distancing guidelines during lunch and recess.

Pull-Out Replacement (POR) and In-Class Support (ICR) Classes Grades 1-4

For students in resource room settings or in-class support settings in grades one to four, parents will have the opportunity to choose the all virtual instruction model, the hybrid model, or in-person instruction daily for the scheduled week of instruction. Schedules and class sizes have been adjusted to address social distancing measures while providing the great need for in-person instruction.

In the afternoon, students will have the opportunity to participate in various small group and/or individual sessions with special education teachers.

Special education students will follow the general education instructional minutes and schedules outlined in this document for their grade level. For students who require related services, providers may provide sessions during in-person instruction and/or during remote learning, as schedules permit.

Pull-Out Replacement (POR) and In-Class Support (ICR) Classes Grades 5-8

For students in resource room settings or in-class support settings in grades five to eight, parents will have the opportunity to choose the all remote online instruction model, the hybrid model or in-person instruction daily for the scheduled week of instruction with the exception of any grade level that has a full day of virtual online instruction (i.e. Wednesday). Schedules and class sizes have been adjusted to address social distancing measures while addressing the

great need for in-person instruction. In the afternoon, students will participate in additional classes using the online learning platform.

Special education students will follow the general education instructional minutes and schedules outlined in this document for their grade level. For students who require for related services, providers may provide sessions during in-person instruction and/or during online learning, as schedules permit.

Pull-Out Replacement (POR) and In-Class Support (ICR) Classes Grades 9-12

For students in resource room settings or in-class support settings in grades nine to twelve, parents will have the opportunity to choose the Hybrid Model or in-person instruction daily for the scheduled week of instruction with the exception of any grade level that has a full day of virtual instruction. Schedules and class sizes have been adjusted to address social distancing measures while addressing the great need for in-person instruction. In the afternoon, students will participate in additional classes using the online platform.

Special education students will follow the general education instructional minutes and schedules outlined in this document for their grade level. For students who require related services, providers may provide sessions during in-person instruction and/or during online learning, as schedules permit.

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

Under the NJDOE's full time remote learning guidance, a family/ guardian may submit a request for full time remote learning which may include any service or combination of services that would otherwise be delivered on an in-person or hybrid schedule, such as instruction, behavioral and support service, special education and related services. A family/guardian may request that some services be delivered entirely remotely, while other services follow the same schedule, they otherwise would according to the districts reopening plan.

Consistent with the guidance of the United States Department of Education, the Scotch Plains-Fanwood School District will meet its obligations to serve students with disabilities to the greatest extent possible. Measures will include:

- Procedures to address the return to school of medically fragile students and students with physical or health impairments.
- IEP teams will 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 needs for additional services to address learning loss.
- IEP teams will consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional services are needed to address regression and recoupment of skills within a reasonable length of time.
- IEP teams will develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education and related services.

- Clear communication will be provided to parents/guardians of the procedures for student referrals and evaluations to determine eligibility for special education and related services or a 504 Plan as required by federal and state law.

English Language Learners

- English Language Learners (ELL) will follow the general education schedules outlined by their grade level.
- When appropriate, elementary ELL teachers will provide support to classroom and content area teachers where ELLs have been assigned.
- Secondary ELL teachers will conduct their own sessions according to their assigned school(s).
- Individual online sessions will be scheduled during the afternoon session.

All Remote Online Learning Instruction Option

In addition to the hybrid model of in-person and online learning outlined in this plan, the Scotch Plains-Fanwood School District will provide an all-remote online learning instruction option to families.

Unconditional Eligibility for Full Time Remote Learning

- All students are eligible for full time remote online learning.
 - Such eligibility shall not be conditioned on a family/guardian demonstrating a risk of illness or other selective criteria.
- Parents/guardians may request to have a student begin the school year with full time remote online learning or to transition from hybrid, in-person instruction to full time remote online learning at any point during the school year.
- Parents/guardians may request to return to hybrid, in-person instruction from full time remote online learning mid marking period.

Recognizing that planning is required in order to provide continuity in the student’s educational program and to arrange the appropriate staff and resources, a parent/guardian shall submit a request for full-time remote online learning, including requests to begin the school year receiving full-time remote online learning and requests to transition from in-person or hybrid services to full-time remote online learning during the school year.

Procedures for Submitting a Request for Full Time Remote Learning

- A parent/guardian who selects full time remote online learning instruction for a student to begin the school year must submit a request via an online form at least two weeks prior to the start of school, unless an emergency situation arises. This form can be found on the spfk12.org website.
 - For students with disabilities, the district must determine if an IEP meeting or an amendment to the student’s IEP is needed for full time remote online learning.

- A parent/guardian who selects for a student to transition from hybrid, in-person instruction to full time remote online learning must submit a request using an online form at least two weeks prior to the requested start date of full time online remote learning so that teachers can be notified.
- The online form will clearly state the information or documentation that the parent/guardian must submit with their request.
 - Such documentation shall not exclude any student from the fulltime remote learning option but will be limited to the minimum information needed to ensure proper record keeping and implementation of successful remote learning.
 - Upon satisfaction of these minimum procedures, the district must approve the student’s full-time remote learning request.

Scope and Expectations of Remote Learning

Any student who has a fully synchronous and asynchronous program will have the same instruction as those students who have a hybrid instructional model.

Procedures for Transition from Full time Remote Learning to In-Person Services

To allow time for administrators, teachers, and staff to adjust and plan for accordingly (i.e. classroom set up and social distancing), we ask that parents/guardians adhere to the following procedures:

- To allow for optimal continuity of instruction and the time needed for parents/guardians to make the arrangements to effectively serve the student, a request to transition from all-remote learning to hybrid, in-person instruction must be submitted via an online form by mid marking period.

Procedures for Communicating District Policy with Families

The Superintendent, district administrators and/or teaching staff members shall provide clear and frequent communication with parents/guardians and shall ensure that communication opportunities are as readily accessible as possible. Communication shall include but shall not be limited to, information regarding:

- Summaries of, and opportunities to review, the district’s full-time remote learning policy and attendance policy;
- Procedures for submitting full-time remote learning requests;
- Scope and expectations of full-time remote learning;
- Procedures for transition from full-time remote learning to in-person services and vice-versa;

Staffing

The Scotch Plains-Fanwood School District will support its staff members:

- By providing a working environment which makes the safety of staff and students a priority.
- By reducing in person class rosters based on current physical distancing guidelines and classroom square footage.
- By complying with all applicable laws, policies, and regulations including but not limited to the Americans with Disabilities Act, the Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws; Policies 3435 and 4435- Anticipated Disability and EEOC Guidance.
- By providing information to staff members and responding to their questions and concerns.
- By ensuring all aspects of the negotiated agreement are adhered to or temporary modifications are mutually agreed upon.
- By providing necessary PPE, guidance and assistance when and wherever necessary.
- By providing adequate planning time to meet the uniqueness of the circumstances brought on by COVID-19.

The district will consider access and equity for all staff to ensure continuity of student learning:

- All teaching staff members are expected to report to school for in person instruction when school is in session, the building is open and students are assigned to report.
- Staff are assigned to in-person and virtual schedules per their contracted day.
- Staff who are not providing in person instruction in the classroom will be expected to utilize their time checking in and providing support to their students who are learning remotely. In addition, they will be expected whenever possible to assist in helping to promote health and safety throughout the building.
- Staff who are not assigned to in person instruction on a given day will be asked to utilize that day to complete the tasks in their job descriptions which may include lesson planning, professional development and for checking in with their students who may be experiencing difficulties.
- Staff roles and essential functions are delineated in the SPFPS Job Descriptions.
- Staff roles and responsibilities will also have to accommodate new health and safety regulations, including the responsibility to monitor student movement, hallway traffic, and maintain safety according to established guidelines. Instructional and non-instructional staff schedules may also include designated time to support school building logistics required to maintain health and safety requirements. Information Technology Department Staff will be designated to support evolving technology-related needs. Substitute Teachers will be assigned as needed to assist in the continuity of instruction and safe operation of the school. Full Time Student Teachers may be utilized but observation hours must be conducted remotely. Student teachers should have a substitute credential so they have the ability to support students without supervision as needed.
- Legal counsel guides our protocols. However, partnership and input from local bargaining units help make decisions.

- The Scotch Plains-Fanwood Public Schools will follow all guidance provided by the New Jersey Department of Education related to Mentoring and Educator Evaluation requirements and flexibilities.
- Performance Assessment (edTPA) Guidance provides a description of the New Jersey Department of Education's waiver of the teacher certification performance assessment requirements as necessitated by the COVID-19 pandemic. The Scotch Plains-Fanwood School District's Human Resources Office is knowledgeable of these waivers and will guide the hiring practices, based upon positions that need to be filled for September.

In-Person and Hybrid Learning Environments - Staffing

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.

Instructional Staff

- Reinforce social distancing protocol with students and co-teacher or support staff.
- Limit group interactions to maintain safety.
- Support school building safety logistics (entering, exiting, restrooms, etc.).
- Become familiar with district online protocols and platforms.
- Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both settings.
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Provide regular feedback to students and families on expectations and progress.
- Set clear expectations for remote and in-person students.
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- Instruct and maintain good practice in digital citizenship for all students and staff.
- Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- Instructional staff shall meet the requirements of a student's IEP to the greatest extent possible.

Mentor Teachers

- Plan for contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
- Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
- Continue to maintain logs of mentoring contact.
- Consider alternative methods for classroom coaching and avoiding in-person contact where possible.

Guidance Counseling and Student Assistance Specialists

- Assist with the development and implementation of adjusted schedules.
- Plan for the completion of course requests and scheduling (secondary school).
- Assist teachers with providing updates to students and families.
- Support embedding of SEL into lessons.

Administrators

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

- Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
- Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
- Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- Define and provide examples of high-quality instruction given context and resources available.
- Monitor teacher, student, and parent needs.
- Ensure students and parents receive necessary supports to ensure access to instruction.
- Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
- Collaborate on curriculum planning and assessing student academic and social emotional well-being when they return to school.
- Share 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.
- Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

Support Staff

Instructional Aides that usually serve in physical classrooms supporting students and teachers may also provide support in the virtual environment. Instructional aides may:

- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- Provide real-time support during online sessions.
- Support families and students in accessing and participating in remote learning.
 - Instructional aides can be added to online classes as co-teacher.
- Lead small group instruction in an online learning environment.
 - Facilitate the virtual component of synchronous online interactions.
 - Instructional aides will provide support in the school and online setting only.

Educator Roles Related to School Technology Needs

The district will ensure that educators have access to the technology devices and software necessary to provide instruction under both the hybrid learning and fully online learning model.

- Each member of the certificated staff (teachers, counselors, CST, nurses, administrators, etc.) will have a personal laptop assigned to them as well as an account to district platforms such as the Google Suite for Education and PowerSchool.
- Provide district one-to-one personal devices.
- Create a team of google certified teachers who will then provide support and coaching to teachers
- Provide professional development for teachers regarding technology

Athletics

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

The Scotch Plains-Fanwood School District Athletic Department will follow [NJSIAA website](#). Information also is posted on the [Athletic Department website](#).

Policy and Funding

School Funding

The COVID-19 emergency has raised many questions and challenges regarding school district budgets and existing educational policies and practices. The anticipated decline in state and local revenue coupled with the institution of social distancing protocols has resulted in school districts considering how to best reallocate existing revenue as well as the efficient deployment of new federal funds to support the continuance of instruction in the fall.”

*-New Jersey Department of Education
The Road Back: Restart and Recovery Plan for Education*

State School Aid

The amount of State aid originally allocated for the Scotch Plains - Fanwood School District for the 2020- 2021 school year is expected to decrease by an estimated \$439,874. The district is planning to appropriate additional funds from reductions in the current budget to cover the loss of state aid.

Purchasing

As a result of the COVID-19 pandemic, the Scotch Plains - Fanwood School District has and will continue to purchase items for safety and hygiene such as personal protective equipment and specific disinfecting supplies, and may experience an increased demand for previously purchased goods and services (i.e. technology). The district continues to purchase items at a lower cost through established State contracts or cooperative purchasing consortiums when possible and to abide by the provisions of the “Public Schools Contract Law,” N.J.S.A. 18A:18A-1 et seq.

Use of Reserve Accounts, Transfers, and Cashflow

To account for fiscal uncertainty with respect to possible disruptions in the receipt of anticipated revenues or unforeseen expenses, the district will, to the greatest extent possible, consider making expenditures from various accounts or over-budgeted line items to meet unanticipated costs and manage cash flow. As the district's budgetary needs and priorities shift, it may need to reallocate planned expenditures across different line item appropriations. The district shall apply for approval from the Commissioner of Education prior to performing certain budget actions. If needed for unanticipated costs and to ensure flexibility for the 2020-2021 school year, the district may ask for Board and NJDOE approval to appropriate money from its emergency reserve accounts.

Costs and Contracting

The district will 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.

Federal Relief Funds

The district has applied and been awarded state and federal emergency relief funds, including the CARES Emergency Relief Grant.

Continuity of Learning

To ensure a continuity of learning, the NJDOE restart/recovery blueprint recommends that districts focus on the following areas:

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities;
2. Technology and Connectivity;
3. Curriculum, Instruction, and Assessments;
4. Professional Learning

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

- Remote online learning instruction opportunities will vary by grade level, will be virtual and utilize learning activities aligned to the district provided curricula.
- For classified students or those with a 504 plan, provisions will be made to provide a remote program of studies to the greatest extent possible with the student's IEP/504 plan and related services will be provided in-person or remotely when possible and if allowable. (See the Special Education Scheduling section of this document for detailed information).

Technology and Connectivity

- Each student in Grades K-12 will be given a device for their individual use during the 2020-2021 school year to prevent sharing devices and to assist in at-home learning. This will also ensure each student has a device for his/her exclusive use both in class and at home.
- A technology survey was conducted in March and revealed that a majority of residents have adequate devices and Internet/Wi-Fi in their homes. Any family that qualifies will be provided with a cellular hotspot for Internet/WIFI.
- The district IT team will answer remote learning technology questions from staff via the helpdesk (<https://helpdesk.spfk12.org>). All faculty and students have access to Google GSuite– the district's recommended means of facilitating online interaction with students. Virtual staff meetings and student/staff virtual interactions and live instruction is also facilitated through the use of a video conferencing platform.
- The district technology department will continue to monitor and address the needs of families and staff who report technological difficulties and/or who request an additional device(s) throughout the year to prevent lapses in student access to remote online instruction as district or family circumstances evolve. The student's parent/guardian should reach out to the student's teacher if the student is having difficulty with their technology.

Curriculum, Instruction and Assessment

In planning curriculum, instruction, and assessment for re-opening, a key focus for districts should be on building the capacity of their staff to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLs).

The plan for Curriculum, Instruction, and Assessments recognizes the importance of the following tenants:

- All students deserve equitable access to a high-quality education.
- Strong instruction, student engagement, and effective assessment are interdependent and benefit from a strong feedback loop between administration, educators, students, and families.
- Anxiety may be reduced by developing a shared sense of purpose, providing clear expectations and comprehensive support systems, building strong relationships, and allowing for flexibility/adaptability.
- School districts should encourage collaboration between educators to ensure consistency across grades and content areas and provide sufficient time to prepare for necessary incorporation of new instructional techniques.

Curriculum – Online and Hybrid Learning Environment

As we plan to enter the 2020-2021 school year, educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for any lost gains that may have resulted from the extended school building closures. This potential loss includes not only the skills necessary to access grade-level material, but also content knowledge. To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed. 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.

Instruction – Online and Hybrid Learning Environment

As the Scotch Plains-Fanwood School District prepares for the upcoming school year, we will work to develop instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members.

In developing its instructional plan, the district has considered the following:

- Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (e.g., hybrid approaches to instruction, online platforms, learning management systems) and

expectations for interactions (e.g., connecting with students and their family) to ensure all students have access to high-quality instruction.

- Design for student engagement and foster student ownership of learning.
- Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.

Assessment – Online and Hybrid Learning Environment

In regards to assessment, the district has considered the following:

- Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
- In the absence of Spring 2020 summative assessment data, school districts should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.
- Formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and 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.
- Pre-assessments administered to students at the start of instructional units in the fall should be limited to informing instructional plans with respect to gaps in mastery of standards while continuing to move students forward at current grade- level. 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.

Professional Learning

The Scotch Plains-Fanwood School District is committed to providing professional learning throughout the school year to better equip educators with the resources necessary to adapt to altered educational environments and experiences.

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

Professional Learning Prior to the Beginning of the School Year

- Providing accessible, and user-friendly resources for parents/caregivers and community members for safe use of the technology.
- Ensuring that novice provisional teachers, teachers new to the district and other new staff have sufficient training in the technologies that will be used.

Professional Learning Throughout the School Year

- The district administration and master teachers will continue to provide professional development and instructional technology resources for classrooms.

- The district will develop professional learning experiences and staff collaboration time in accordance with the needs of the district.
- The district will develop professional learning experiences that ensure high quality instruction for all students and that will grow each educators' professional capacity to deliver developmentally appropriate, standards-based instruction remotely.
District planned professional development follows:
 - Anti-racism education, implicit bias, and systemic bias professional development opportunities for administration and staff.
 - Google Educator Certification Cohort - 44 teachers and administrators working together to earn their Level 2 Google Educator Certification - this prepares them to provide professional development and support to their colleagues
 - Google Basics workshops are working to support teachers who need the most training with Google Classroom and other Google Tools - we will be offering increasingly advanced workshops to dig into all of the features of these tools that support education
 - Next phase of workshops will focus on best practices in instruction and assessment, specifically focusing on how we can utilize digital tools to provide the best instruction we can - focus on engagement, interaction and feedback
- Social-emotional wellness - workshops are being offered that will support the social-emotional wellness of the teachers and staff (e.g. secondary trauma) as well as how teachers and staff (especially counselors) can support the social-emotional wellness of students.
- PD workshops are being led by Administrators (Principals and Supervisors), Teachers, especially the Google Certification cohort, Student Assistance Counselors, Guidance Counselors and some external consultants and professional organizations.
- The district will plan how professional learning will be differentiated to accommodate the needs of the following students:
 - Students with Disabilities
 - English Language Learners

Professional Learning

Mentoring and Induction

The Scotch Plains-Fanwood School District offers a New Teaching Orientation (NTO) and New Teacher Roundtables that bring cohorts of teachers together throughout the year.

- Provides a 3-day orientation prior to the start of the new school year for all novice provisional teachers and teachers new to the district. Provides one-to-one mentoring to novice provisional teachers by qualified mentors.
- Ensures that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
- Will provide mentoring in both a hybrid and fully remote learning environment.
 - Mentors and novice provisional teachers should agree upon the scheduling, structure and communication strategies they will use to maintain the mentoring experience.
- Uses online collaborative tools to remain connected to other mentors, new teachers and administrators to maintain a sense of communal support.

Evaluation

The Scotch Plains-Fanwood School district will:

- Provide annual evaluation training for administrators and supervisors with a focus on the model of a hybrid schedule.
- Continue each building's School Improvement Panel (SciP) with focus on professional learning and mentoring.

Communication

The Scotch Plains-Fanwood School District is committed to providing clear communication in a timely manner to ensure that the school community receives important updates.

District/Superintendent

The Superintendent will continue to send district wide updates to keep the school community informed.

Building Principals/ Teachers

Building Principals and teachers will continue to communicate directly with their school communities and students.

Website

The District website www.spfk12.org contains a wealth of information and resources including a [School Reopening/COVID-19 webpage](#). Please visit often for updates.

Social Media

Please follow twitter at <https://twitter.com/SPFProud>

Emergency Messaging System

The district's emergency messaging system is Swiftk12. Please notify your child(ren)'s school of any updates to your emergency contact information so that you can continue to receive important texts, emails and voice messages.

Board Meetings

A [schedule](#) of Board of Education meetings for the 2020-2021 school year, along with instructions on how to access a virtual board meeting, can be found on the district website under the Board tab.

Digital Divide

Please see section Technology and Connectivity

Future Considerations

Full Time Remote Online Learning

The Scotch Plains-Fanwood School District must be prepared to shift to full-time remote online learning at any time, should public health conditions require it. Each school's full-time remote online learning will be similar to the hybrid model outlined in this plan. An updated remote online learning plan will be posted on the district website at www.spfk12.org.