

Restart and Recovery Plan  
to Reopen Schools

Franklin Lakes

Board of Education

COUNTY 03/DISTRICT 1580

# Franklin Lakes Restart & Recovery Plan

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## Fall 2020

# Franklin Lakes Restart & Recovery Plan

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## Introduction

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

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

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

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

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

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

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

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

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

The district has followed the "phase approach" when crafting this plan. It should be understood that all information found in this plan will relate and refer to Phase 1. The district will continually evaluate and reevaluate the plan once it is put into action in order to provide the most consistent educational approach possible.

Phase 1 - September 1, 2020 - October 16, 2020

Phase 2 - October 19, 2020 - November 25, 2020

Phase 3 - November 30, 2020 - January 15th, 2021

The district's core goal is to bring all students to school as much as possible while preserving the safety of all students and staff in the school environment. After a thorough evaluation of all health and safety guidelines, input from various stakeholders, and an evaluation of the needs of our students and families, it has been determined that all district schools will resume instruction in September. Parents wishing to enroll their child into a fully remote model also have the option to do so.

Scheduling and social distancing remains of paramount concern to the Franklin Lakes Public Schools. Therefore, in order to best maximize our use of space and teaching staff, students will not be permitted to change their mode of instruction from fully remote until the end of Phase One which is October 16, 2020.

It is the hope of the district that all stakeholders understand that this plan is fluid and may change as circumstances dictate. It is additionally hoped that all stakeholders understand the personal responsibility necessary to maintain the high quality instruction that the district is known for, even in these challenging times.



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## THE FRANKLIN LAKES RESTART AND RECOVERY PLAN

The Franklin Lakes Restart and Recovery Plan addresses four key subject areas:

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

- A. Conditions for Learning

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

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

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

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

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

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

## Ten Critical Areas of Operation

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

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

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

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

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

(d) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.

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

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

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

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[See [Appendix A](#) – Critical Area of Operation #1 – General Health and Safety Guidelines]

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

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

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

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

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

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

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

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

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

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- (a) In each classroom (for staff and older children who can safely use hand sanitizer).
  - (b) At entrances and exits of buildings.
  - (c) Near lunchrooms and toilets.
  - (d) Children ages five and younger should be supervised when using hand sanitizer.
  - (e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
- (8) School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
- (a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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- (ii) Following current Communicable Disease Service guidance for illness reporting.
  
- (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
  
- (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
  
- (v) Continuous monitoring of symptoms.
  
- (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
  
- (vii) Written protocols to address a positive case.
  
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
  
- (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
  
- (5) Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
  - (a) Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.

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- (6) Exceptions to requirements for face coverings shall be as follows:



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

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

f. Critical Area of Operation #6 – Contact Tracing

- (1) The NJDOE Guidance does not include any “anticipated minimum standards” for contact tracing. However, all school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the Superintendent or designee should be provided information regarding the role of contact tracing conducted by State, county, and local officials.
- (2) School officials should engage the expertise of their school nurses on the importance of contact tracing.
- (3) The NJDOE will credit certified School Safety Specialists with three hours of training upon completion of Johns Hopkins University's COVID-19 Contact Tracing course.

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

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

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

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

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

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

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

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

(i) Classroom desks and chairs;

(ii) Lunchroom tables and chairs;

(iii) Door handles and push plates;

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

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

- h. Critical Area of Operation #8 – Meals – Anticipated Minimum Standards Incorporated into the Plan
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(1) If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board's Plan, if applicable:

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

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

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

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

- (a) Stagger recess, if necessary.
- (b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
- (c) The use of cones, flags, tape, or other signs to create boundaries between groups.

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(d) A requirement that all individuals always wash hands immediately after outdoor playtime.

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(e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.

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

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

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

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

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

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

[See [Appendix 1](#) – Critical Area of Operation #9 – Recess/Physical Education]

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

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

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

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

## 2. Academic, Social, and Behavioral Supports

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

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

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

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

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

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

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

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

\_\_\_ Not Being Utilized

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Being Developed by School Officials

Currently Being Utilized

Teachers and faculty will use district resources and counselor support to run class meetings and address social and emotional learning across academic content areas.

## b. Multi-Tiered Systems of Support (MTSS)

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

Each school has an active I&RS committee that meets monthly to review and consider concerns and needs.

## c. Wraparound Supports

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

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Not Being Utilized

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Being Developed by School Officials

Currently Being Utilized

Each elementary school has a school counselor, the middle school has two counselors. In addition, the district has a full Child Study Team, a district behaviorist, home programming team, and Thrive Counseling Services (student and family counseling). Students in need of support go through the I&RS process first. Counseling services are delivered via individual, group and class sessions as directed by 504s, IEPs and I&RS plans.

## d. Food Service and Distribution

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

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

Contracted through the Ramapo/Indian Hills Regional School District.

## e. Quality Child Care

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



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Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

The District partners with the Wyckoff Family YMCA to provide child care services, specifically before school care and after school care, for families who need it. Interested Families register directly with the Wyckoff Family YMCA.

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

## B. Leadership and Planning

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

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

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

### 1. Establishing a Restart Committee

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

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

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

d. The Restart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.

e. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

[See [Appendix L](#) – Restart Committee]

## 2. Pandemic Response Teams

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

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

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

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

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

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

- (1) School Principal or Lead Person;
- (2) Teachers;
- (3) Child Study Team member;
- (4) School Counselor or mental health expert;
- (5) Subject Area Chairperson/Director;
- (6) School Nurse;
- (7) Teachers representing each grade band served by the school district and school;
- (8) School safety personnel;
- (9) Members of the School Safety Team;
- (10) Custodian; and
- (11) Parents.

g. The Pandemic Response Team is responsible for:

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

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

## 3. Scheduling

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

# Franklin Lakes Restart & Recovery Plan

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

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

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

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

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

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

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

(1) Provide teachers common planning time.

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

(a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.

(b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.

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- (3) Secure a steady supply of resources necessary to ensure the safety of students and staff.
  
- (4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.
  
- (5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.
  - e. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board's Plan.

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

## 4. Staffing

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

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

c. The Board's Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and

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student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.

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

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

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

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

(3) Certification

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

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

[See [Appendix O](#) – Staffing]

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

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

### b. Instructional staff should:

- (1) Reinforce social distancing protocol with students and co-teacher or support staff.
- (2) Limit group interactions to maintain safety.
- (3) Support school building safety logistics (entering, exiting, restrooms, etc.).
- (4) Become familiar with district online protocols and platforms.
- (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
- (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- (7) Provide regular feedback to students and families on expectations and progress.
- (8) Set clear expectations for remote and in-person students.
- (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.



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- (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
  
  - (11) Instruct and maintain good practice in digital citizenship for all students and staff.
  
  - (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
  
  - (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
  
  - (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
  
  - (15) Limiting on-line activities for pre-school students.
  
  - c. Mentor teachers should:
    - (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
  
    - (2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
  
    - (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
  
    - (4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
  
    - (5) Continue to maintain logs of mentoring contact.
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- (6) Mentor teachers should consider all health and safety measures when doing in-person observations.
  - (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
  - (8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.
- d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:
- (1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
  - (2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.
  - (3) Prioritize vulnerable student groups for face-to-face instruction.
  - (4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
  - (5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
  - (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
  - (7) Define and provide examples of high-quality instruction given context and resources available.
  - (8) Assess teacher, student, and parent needs regularly.

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- (9) Ensure students and parents receive necessary supports to ensure access to instruction.
  
- (10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
  
- (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
  
- (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
  
- (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
  
- (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
  
- (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
  
- (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
  
- (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
  
- (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.

e. Educational services staff members should:

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- (1) Lead small group instruction in a virtual environment.
- (2) Facilitate the virtual component of synchronous online interactions.
- (3) Manage online platform for small groups of in-person students while teacher is remote.
- (4) Assist with the development and implementation of adjusted schedules.
- (5) Plan for the completion of course requests and scheduling (secondary school).
- (6) Assist teachers with providing updates to students and families.
- (7) Support embedding of SEL into lessons.
- (8) Lead small group instruction to ensure social distancing.
- (9) Consider student grouping to maintain single classroom cohorts.
- (10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

f. Support staff/paraprofessionals may:

- (1) Lead small group instruction to ensure social distancing.
  - (2) Consider student grouping to maintain single classroom cohorts.
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- (3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- (4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.
- (5) Provide real-time support during virtual sessions.
- (6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- (7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
- (8) Lead small group instruction in a virtual environment.
- (9) Facilitate the virtual component of synchronous online interactions.
- (10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

## g. Substitutes

- (1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
- (2) Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
- (3) Designate substitutes to a single school building or grade level to avoid too much movement between schools.
- (4) Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

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[See Appendix O – Staffing]

## 6. Educator Roles Related to School Technology Needs

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

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

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

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

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

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

(1) Train student teachers to use technology platforms.

(2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.

(3) Survey assistant teachers to determine technology needs/access (Pre-school).

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

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c. Student teachers should:

- (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.
- (2) Lead small group instruction (in-person to help with social distancing).
- (3) Co-teach with cooperating teacher and maintain social distancing.
- (4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
- (5) Implement modifications or accommodations for students with special needs.
- (6) Facilitate one-to-one student support.
- (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
- (8) Provide technical assistance and guidance to students and parents.
- (9) Develop online material or assignments.
- (10) Pre-record direct-instruction videos.
- (11) Facilitate student-centered group learning connecting remote and in-person students.

d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:

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

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

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

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

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

[See Appendix O – Staffing]

## 7. Athletics

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

[See [Appendix P](#) – Athletics]



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## C. Policy and Funding

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

### 1. School Funding

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

(1) Elementary and Secondary School Emergency Relief Fund;

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

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(3) State School Aid.

b. School District Budgets

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

c. School Funding

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

(1) Purchasing

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

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

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

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(3) Costs and Contracting

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

D. Continuity of Learning

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## 2. Technology and Connectivity

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

b. Districts should:

(1) Conduct a needs assessment.

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

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(3) Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.

(4) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.

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

## 3. Curriculum, Instruction, and Assessment

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

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

## c. Virtual and Hybrid Learning Environment

### (1) Curriculum

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

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

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

(2) Instruction

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

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

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

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

(iii) Develop students' meta-cognition.

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

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

(vi) Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.

(3) Assessment



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

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

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

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

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

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

## 4. Professional Learning

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

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

c. Professional learning opportunities should be:

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

d. Mentoring and Induction

- (1) Induction must be provided for all novice provisional teachers and teachers new to the district.
- (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
- (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
- (4) Mentoring must be provided in both a hybrid and fully remote learning environment.
- (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

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e. Evaluation

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

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

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

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

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

## 5. Career and Technical Education (CTE)

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

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

### c. Guiding Principles

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

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

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## d. Quality CTE Programs

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

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

## e. Work-Based Learning

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

## f. Career Advisement and Development

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

## g. CTE Recruitment and Retention

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

## h. Funding to Support CTE Programs

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

## **Appendices**

### **Restart and Recovery Plan to Reopen Schools**

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## Franklin Lakes

### **Board of Education**

**COUNTY 03/DISTRICT 1580**

**Fall 2020**

# Franklin Lakes Restart & Recovery Plan

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## Appendix A

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

#### Protocol for High Risk Staff Members

- All schools will promote behaviors that reduce the spread of Covid-19, including: staying home when appropriate, hand hygiene and respiratory etiquette, face coverings, and display of signs and messages.
- Staff who are considered at higher risk for severe illness should consult with their physician and administrator.
- School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.
- School officials will ensure staff who are at higher risk for severe illness are protected and supported, such as providing options for remote work and remote learning.
- Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include: Chronic lung disease or asthma (moderate to severe); Serious heart conditions; Immunocompromised; Severe obesity (body mass index, or BMI, of 40 or higher); Diabetes; Chronic kidney disease undergoing dialysis; Liver disease.

#### Protocol for High Risk Students

Students who are considered at higher risk for severe illness will be provided the opportunity for full-time remote learning. This includes, but is not limited to: medically fragile students with Individualized Education Programs (IEPs), students with complex disabilities with IEPs; and/or students who require accommodations under a plan in accordance with the Section 504 of the Rehabilitation Act of 1973. School officials will ensure students who are at higher risk for severe illness are protected and supported, such as providing options for remote work and remote learning.

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## Appendix B

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

#### Social Distancing in Instructional and Non-Instructional Rooms

- All instructional and non-instructional rooms in school and district facilities will comply with recommended social distancing standards to the maximum extent practicable.
  - All schools will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least 6 feet apart. When a classroom or non-instructional room is not able to maintain this physical distance, additional modifications will be implemented when possible, including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of a table, spaced apart appropriately.
  - Face coverings for students are required at all times when in the school building. However, at teacher discretion, students will be given “mask breaks” when social distancing is possible.
  - When possible, use of shared objects should be limited and/or cleaned between use.
  - Face coverings are always required for visitors and staff in the building unless it will inhibit the individual's health.
  - Where possible, schools in the district will provide physical markings (i.e. tape on floors/sidewalks, signs on walls) to help ensure that staff and students remain at least six feet apart in lines and at other times
  - Where possible, schools may create "one-way routes" in hallways and stairways.
  - Students who need to use the bathroom must wear their face covering at all times in the hallway, bathroom, and when returning to the classroom. Students must wash their hands in the bathroom and sanitize their hands upon the return to the classroom. The number of students in bathrooms at any time will be limited.
  - When possible, hall monitors will be stationed near restrooms to enforce social distancing in the bathrooms and in the hallways.
  - Staff who assist students with toileting will be provided with the appropriate PPE by the district.
  - In the event that lunch/snack must be provided indoors, students must maintain social distancing and remain seated. Face coverings will be put on immediately after snack/lunch is consumed.
  - Students will remain in class groups (homerooms) during outdoor recess to avoid intermingling with other classes during the school day.
  - Faculty and staff will adhere to social distancing guidelines when using faculty/staff common areas and lunchrooms. Alternately, faculty and staff may leave the building during their lunch hour provided they check out and back in with the building administrator.
- 
- Plexiglass barriers will be used in high traffic areas such as: main offices, high school guidance office and high school



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attendance office.

## Procedures for Hand Sanitizing/Washing

- Handwashing and hand sanitizing will be permitted and encouraged throughout the school day.
- All students and staff will wash their hands with soap and water or disinfect with hand sanitizer (consisting of at least 60% alcohol) before and after eating lunch or snack, using the bathroom and after blowing their nose, coughing, and/or sneezing.
- Each school will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations will be located:
  - in classrooms or hallways between classrooms (for staff and older children who can safely use hand sanitizer)
  - at entrances and exits of buildings
  - near lunchrooms and bathrooms
- In classrooms that have existing handwashing stations, the stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
- When washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) will be used. Children ages five and younger will be supervised when using hand sanitizer.
- Nurses/Teachers will promote proper hand washing protocol through the use of demonstrations (songs, rhymes, etc...)

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## Appendix C

### Critical Area of Operation #3 – Transportation

- Drivers and bus aides must wear face coverings and use hand sanitizer when entering the bus for the first time. Drivers and aides should continue to use hand sanitizer as warranted.
- Students will maintain social distance and wear face coverings while waiting for the bus and must continue wearing them upon entering the bus (unless a documented disability or medical condition prohibits face covering usage).
- Signs will be posted on the bus reminding students that face coverings must be worn.
- When possible, students will be seated individually in every other row.
- When loading the bus, students will load from back to front.
- When exiting the bus students will exit from front to back.
- When weather conditions permit, bus windows will be opened to allow for fresh air.
- Each bus will be cleaned daily.
- Individual bus seats will be sanitized between each use.
- The district will consult *Guidance for Cleaning and Disinfecting* from the CDC for the recommended list of acceptable sanitizing solutions and procedures.
- Student Transportation - The district has eliminated subscription busing and with 40 percent of parents choosing NOT to ride the bus we should be able to accommodate most students wearing masks while maintaining social distancing.
- Social Distancing on School Buses - Franklin Lakes contracts all busing with First Student and Durham and we have been in steady contact with them. As nationwide providers of student transportation, their safety standards are up to date.

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## Appendix D

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

#### Location of Student and Staff Screening

All parents in the district will receive the CDC screening checklist entitled “[Daily Home Screening Checklist](#).” Parents are required to screen their child every day before sending their child to school.

- Location of Student and Staff Screening:

Each school will be equipped with 3 computer assisted temperature control screening stations so ALL staff and students will be screened before entering the building. IN addition parents and staff must complete daily an online form certifying that they are healthy and they/family has not been exposed to Covid nor are they showing any signs of infection.

#### Social Distancing in Entrances, Exits, and Common Areas

- Every building will have established entrance and exit points by cohort, grade and/or homeroom to distribute the student body, when necessary.
- Schools will either stagger starting/ending times or have reduced building capacity to decrease numbers gathering in common areas.
- Signs will be posted in common areas (both student and faculty/staff common areas) and entrance/exit doors reminding people to social distance and wear a face covering.
- Faculty/staff common areas should be arranged for social distancing.
- Faculty/staff use of common microwaves, coffee pots, and refrigerators are at user discretion; however, faculty/staff should disinfect after use.
- Parents/guardians will receive notification about arrival and dismissal procedures. It will reinforce that they are to leave the school area as quickly as possible during those times and are not permitted to congregate.

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## Appendix E

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

#### Staff Presenting Symptoms

##### Screening Procedures for Students and Staff

- All parents in the district will receive the CDC screening checklist entitled “[Daily Home Screening Checklist](#).” Parents are required to screen their child every day before sending their child to school.
- Parents must not send an ill child to school who presents signs of illness.
- Parents will notify the school district if any student travel has taken place within the states/territories/countries registered in the New Jersey travel advisory list within the last 14 days and/or any contact with a known case of COVID-19.
- Staff will be responsible for self-assessment prior to entering school building on a daily basis and informing their administrator of exposure to COVID-19 or travel outside of New Jersey.
- Visitors to the building will be screened upon entering any district building. They will have their temperature taken and they will be asked the following questions.
  - Have you or a family member recently been diagnosed with COVID-19?
  - Have you or a family member presented with a cough, fever or have you or a family member been in contact with someone who has been diagnosed with COVID-19 in the last 14 days?
  - Have you or a family member traveled outside of New Jersey recently?
- New students entering the district from states considered high risk will be quarantined for 14 days. Students can be placed into full-time remote learning during that quarantine.

##### Protocols for Symptomatic Students and Staff

- Students who present with symptoms will be referred to the nurse's office for evaluation and isolated from others in a supervised designated space.
- Staff members who present with symptoms during the school day should inform their administrator. They will be sent to the nurse's office for evaluation and will be isolated from others in a designated space.
- When a student is to be sent home, the parent/guardian will be notified that the student should be picked up or they should arrange to have the student picked up promptly.
- ~~● Students who are sent home with a fever at or above 100.4 must remain out of school. They may not return until they have been fever-free without any fever-reducing medication for at least 72 hours (3 days).~~

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- If a student's physician has tested the student for COVID-19, the student may not return to school until further test results are reported to be negative.
- Students with positive results may only return to school upon a further negative test.
- Students who seek medical attention from a physician should return to school with a medical note stating the diagnosis and clearance to return to school.
- Students who are leaving for illness will be escorted out of the building by the school nurse to meet the student's parent/guardian or authorized adult arrives to take the student home.
- Staff who are sent home with signs and symptoms of COVID-19 must remain out of school. They may not return until they have been fever-free without any fever-reducing medication for at least 72 hours (3 days).
- If a staff member's physician has tested the staff member for COVID-19, the staff member may not return to work until test results are reported to be negative.
- Staff members with positive results may only return to school upon a further negative test.
- The school nurse and administration will follow current Communicable Disease Service guidance for illness reporting.
- The school nurse will ensure continuous monitoring of symptoms.

## Protocols for Face Coverings

- Face coverings are provided by the District to all students and staff. Mask breaks will be built into student/staff schedules.
- Faculty/staff are required to wear face coverings throughout the day.
- Students will be required to wear face coverings throughout the day. Students will be given breaks at teacher discretion during times when social distance is being maintained.
- Student's face coverings will be properly stored when not in use.
- Accommodations for students who are unable to wear a face covering will be addressed according to that student's need and in accordance with all applicable laws and regulations.
- Exceptions to requirements for face coverings shall be as follows:
  - When the individual is in extreme heat outdoors
  - When the individual is in water
  - When a student has a documented medical condition, or disability as reflected in an IEP, precludes the use of face covering
  - When the student is under the age of two and could risk suffocation
  - ~~School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under 2 years of age.~~

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- All faculty/staff members will receive a face mask and shield provided by the school district. Alternatively, faculty/staff members may choose to wear their own washable or disposable face coverings.
- Extra face coverings will be available in the nurse's office.
- When appropriate, specific staff may use a clear mask to allow for seeing a teacher's full face. This may be done in speech classes, MD rooms, LLD rooms. Teachers and nursing staff who are communicating with special needs students may also utilize them where appropriate. In all cases, the teacher must replace the clear mask with their district-issued surgical mask promptly after working with those students.
- If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility may be denied.

## Protocols for Students or Faculty/Staff Testing Positive

The district continues to await guidance from the NJDOE and the NJDOH regarding this topic. At this point, the district will follow the protocols herein.

When the district becomes aware that a student or staff member who has been in one or more of the school buildings tests positive for COVID-19, the district shall immediately notify local health officials, staff, and families of the confirmed case – while maintaining confidentiality.

The school nurse and business administrator(s) will assist the local Board of Health with contact tracing by making records of groups/cohorts, assigned staff members, and daily attendance available – adhering to the FERPA and HIPPA guidelines.

Remittance to schools will be consistent with policies developed by the Bergen County Department of Health in response to positive COVID-19 cases.

The district will also consult the guidelines for procedures when known cases of Covid 19 have been present in schools (as taken from [CDC Website: Interim Guidance for Administrators of US K-12 Schools and Child Care Program](#))

Any school in the district might need to implement short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, CDC recommends the following procedures regardless of the level of community spread:

- Coordinate with local health officials. Once learning of a COVID-19 case in someone who has been in the school, immediately notify local health officials. These officials will help administrators determine a course of action for their child care programs or schools.
- Dismiss students and most staff for 2-5 days, if advised. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the local health officials to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.

Local health officials' recommendations for the scope (e.g., a single school, multiple schools, the full district) and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community.

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During school dismissals after a positive test, the district will:

- Cancel extracurricular group activities, school-based afterschool programs, and large events (e.g., assemblies, spirit nights, field trips, and sporting events) shall also be canceled.
- Discourage staff, students, and their families from gathering or socializing anywhere. This includes group child care arrangements, as well as gathering at places like a friend's house, a favorite restaurant, or the local shopping mall.
- Communicate with staff, parents, and students. Coordinate with local health officials to communicate dismissal decisions and the possible COVID-19 exposure.
  - This communication to the school community should align with the communication plan in the school's emergency operations plan.
- Plan to include messages to counter potential stigma and discrimination.
- In such a circumstance, it is critical to maintain confidentiality of the student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act.
- Clean and disinfect thoroughly.
- Close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. If possible, open outside doors and windows to increase air circulation in the area. wait up to 24 hours before beginning cleaning and disinfection.
  - Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.

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## Appendix F

### **Critical Area of Operation #6 - Contact Tracing**

School Safety Specialist has completed the mandated contact tracing training by Johns Hopkins University. He has also attended webinars with local and County health officials and will coordinate responses according to strict CDC guidance.

Upon learning of a positive diagnosis, the Health Department will be contacted immediately as advised by the guidelines provided by both the Department of Education and the CDC.

When the district becomes aware that a student or staff member who has been in one or more of the school buildings tests positive for Covid 19, the district shall immediately notify local health officials, staff, and families of the confirmed case – while maintaining confidentiality.

The school nurse and administrator(s) will assist the local Board of Health with contact tracing by making records of groups/cohorts, assigned staff members, and daily attendance available – adhering to the FERPA and HIPPA guidelines.

Remittance to schools will be consistent with policies developed by the Bergen County Department of Health in response to positive Covid 19 cases.



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## Appendix G

### Critical Area of Operation #7 - Facilities Cleaning Practice

In addition to the below all HVAC units in Franklin Lakes have been fitted with MERV 13 air filters.

- All students and staff provided protective face masks and face shields
  - Daily health screening questionnaires required for students/faculty
  - Daily contactless temperature checks prior using Promo Bot Thermo Control Stations: Individuals presenting with temperatures will be sent home and we will follow CDC and Bergen County Department of Health guidelines related to illness.
  - Limiting student commingling and travel within school buildings
  - Classroom desks forward-facing and spaced 3 to 4 feet apart
  - Four-panel desk shields (21 inches high)
  - Before and Aftercare options through the YMCA for the Elementary Schools
  - Hiring additional personnel to disinfect high contact areas
  - The addition of Odorox Air scrubbers in each Nurse's office
  - Electrostatic disinfectant sprayers in each building
  - Providing every student with an electronic device
  - Providing each school with tents for outdoor meeting areas
  - maintain an adequate supply of cleaning supplies, including hand sanitizers, gloves, face coverings, to allow for two month supply.
  - disinfect during the school day for touchpoints. This includes but is not limited to:
    - phones
    - door handles
    - light switches
    - physical education equipment
- 
- classroom entrance ways/transom

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- hallway/stairwell banisters and handrails
- restroom flushing handles and sink handles
- desk surfaces
- disinfect classrooms, isolation areas, and the nurse's office frequently during the day.
- wipe down any items that may be shared among students with appropriate sanitizing wipes or disinfecting spray. Proper dwell time as per product guidelines will be maintained.
- schedule additional custodians when possible and as needed.
- provide each classroom with appropriate disinfecting materials so that desks can be sanitized between classes (when one group of students is leaving and another one is entering).
- clean all surfaces when the school day has concluded using soap or cleaning solution followed by sanitizer.
- spray a sanitizing disinfectant throughout the building when the school day has concluded. It will be administered using an atomizer and given the proper dwell time as recommended by the manufacturer.
- sanitize outdoor playground equipment.
- limit the hours that each school building can be used once the school day has been concluded. This will allow ample time to clean and disinfect the schools. The hours will be determined by the building principal in conjunction with the Maintenance Department.
- train all custodial maintenance staff on the proper cleaning and sanitizing procedures.
- provide notification to all faculty/staff about cleaning and sanitizing procedures.

## HVAC Cleaning Practices

- Classroom windows should be opened as often as possible when weather permits in order to allow for fresh air.
- All outside damper units regularly circulate in outside air. They will be adjusted depending on outside conditions.
- The district has a preventative maintenance plan in place for all equipment. It will be updated to include additional tasks for more frequent cleaning of the interior of HVAC materials.
- The district will follow the manufacturer's recommendations for the replacement of unit air filters.
- High touch areas of HVAC and other building service systems will be disinfected regularly.
- The interior of refrigerated devices (where the virus can potentially survive for longer periods of time) will be disinfected regularly.

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## Appendix H

### Critical Area of Operation #8 – Meals

Franklin Lakes will continue to provide meals or equivalent cost to the 16 families that qualify for Free and Reduced. Franklin Lakes has no kitchen facilities. The District purchases daily meals from Ramapo-Indian Hills HS that are available for grab and go.

- All water fountains will be closed for the health and safety of students. Parents/guardians will be encouraged to send their child with bottled water.

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## Appendix I

### Critical Area of Operation #9 – Recess/Physical Education

#### Recess - Grades K-5

- There will be no recess in grades 4 and 5 as students are running on a one-session day schedule.
  
- Recess, where applicable, will be dispersed by classes to limit the number of students on the playground at any time. Students will remain with their class only.
  
- If two or more classes are participating in recess at the same time, they will be separated by at least six feet of open space with a marked delineation.
  
- Students and staff will sanitize their hands immediately following recess.
  
- All playground equipment will be cleaned after use.
  
- The following partial list of individualized activities are examples of activities that could replace contact sports:
  - exercise such as walking
  
  - dancing
  
  - stretching
  
  - mindfulness and yoga activities
  
  - hopscotch

#### Physical Education

- During Phase 1, students will not change for Physical Education (PE) classes. Students should wear comfortable clothes and appropriate footwear to school on the days they participate in physical education.
  
- During Phase 1, lockers will not be used.
  
- PE classes will be held outdoors to the extent possible.
  
- Individualized activities, such as exercise, and yoga and mindfulness activities will be considered in order to maximize social distancing.

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- Individualized ball and equipment handling will include pre- and post- disinfecting
- Students will follow hand washing/sanitizing procedures between use.
- PE staff will provide curriculum ideas to push into the classroom as needed.
- PE classes may focus on personal health, fitness, and wellness in place of contact sports.
- Supplemental activities will be provided and will be in line with personal health and wellness for students who are injured.
- All PE activities will be conducted in a socially distanced area.
- All windows will be open in the gymnasium for ventilation purposes, where applicable.
- Students and staff will sanitize hands after each PE class.

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## Appendix J

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

During Phase 1 of the Franklin Lakes Public Schools reopening plan, field trips and extracurricular activities will not be permitted. Field trips will be re-evaluated at the conclusion of Phase I.

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## Appendix K

### Academic, Social, and Behavioral Supports

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

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

SEL will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. The District will refer to resources such as the CASEL's [Reunite, Renew, and Thrive: Social and Emotional Learning \(SEL\) Roadmap for Reopening School](#) for advice and guidance to support the anticipated needs of adults of students as FLPS reopens schools.

The understanding, development, and nurturing of the **5 SEL Competencies: Self Awareness, Self Management, Social Awareness, Relationship Skills, and Responsible Decision-Making** will serve as critical focal points during class meetings on an ongoing basis as schools reopen and thereafter.

As per CASEL's Roadmap (p. 3), the Critical Practices necessary to universally address and promote healing and resilience among students and adults include:

#### *SEL Critical Practices for Reopening*

- **Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.** Prioritize relationships that haven't been established, engage in two-way communication, and build coalitions to effectively plan for supportive and equitable learning environments that promote social, emotional, and academic learning for all students.
- **Design opportunities where adults can connect, heal, and build their capacity to support students.** Help adults feel connected, empowered, supported, and valued by cultivating collective self-care and wellbeing, providing ongoing professional learning, and creating space for adults to process and learn from their experiences.
- **Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.** Ensure all students feel a sense of belonging; have consistent opportunities to learn about, reflect on, and practice SEL; examine the impact of the pandemic and systemic racism on their lives and communities; and access needed support through school or community partners.
- **Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.** Partner with students, families, staff and community partners to learn about students' and adults' ongoing needs and strengths, and continuously improve SEL and transition efforts.



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## Leveraging Social and Emotional Learning to Promote Equity and Healing

The return to school this year will be unlike any other in our history and will be emotionally charged for students and adults. This moment will call on all members of our school communities to deepen our social and emotional competencies and create equitable learning environments where all students and adults process, heal, and thrive. CASEL's five core social and emotional competencies, situated within the contexts of classrooms, schools, and communities, may feel familiar to many educators, but take on deeper significance as we navigate a very different type of schooling:



Figure 1: CASEL's Framework for Systemic SEL

### COMPETENCY DEFINED

**SELF-AWARENESS**, which is the ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior; and accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

**SELF-MANAGEMENT**, which is the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations—effectively managing stress, controlling impulses, and motivating oneself; and the ability to set and work toward goals.

**SOCIAL AWARENESS**, which is the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures; to understand social and ethical norms for behavior; and to recognize family, school, and community resources and supports.

**RELATIONSHIP SKILLS**, which is the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups; communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

**RESPONSIBLE DECISION-MAKING**, which is the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms; and the realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

### SKILLS WE NEED NOW

As we process the current pandemic and racial injustices, self-awareness is critical to identifying and processing our complex emotions when things are uncertain and socially turbulent, reflecting on our strengths; understanding our cultural, racial, and social identities; and examining our implicit biases.

Self-management is critical now as we cope with grief and loss, develop our resiliency, and express our agency through resisting injustices and practicing anti-racism.

Social awareness allows us to understand the broader historical and social contexts around the inequities exacerbated by COVID-19 and ongoing individual and institutional impacts of systemic racism.

Relationship skills are essential to help us build and maintain meaningful connections across race, culture, age, and distance; support one another during collective grief and struggle; and collaboratively find solutions to new obstacles.

Responsible decision-making is particularly important as we analyze the consequences of our individual and institutional actions on others' health and safety, make decisions that promote collective well-being, and engage in collective action to form a more just and equitable society.

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To support these critical areas, dedicated time is provided in the student schedule for class meetings. Teachers and faculty will use district resources and counselor support to run class meetings and address social and emotional learning across academic content areas. Additionally, the District has purchased classroom tradebook collections focused on class tradebook sets of Social Emotional Learning & Stress and Anxiety collections organized developmentally as follows: K-2, 3-5, 6-8. As part of Comprehensive Health & PE curriculum development, the District is developing curricular guidance to support mental health education for students, in consultation with a clinical psychologist who specializes in anxiety. Our consultant has provided a parent academy focused on controlling stress & anxiety and educator self-care support during Spring 2020, and the District anticipates a continuing relationship to support adult and student SEL/ mental health education.

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## **b. Multi-Tiered Systems of Support (MTSS)**

FLPS utilizes a systematic approach to prevention, intervention, and enrichment in grades K through 8 utilizing school-based Intervention & Referral Services teams that meet monthly to review and consider concerns and needs, coupled with data-informed practices such as universal screening in the areas of Reading and Mathematics to identify individual students who need extra support. that offers educators and families a mechanism to identify individual students who need extra support.

Information regarding our K-5 Collaborative Support & Intervention [CSI] and 6-8 Strategies & Intervention [S&I] for Mathematics and Reading can be found on the FLPS District web site [here](#).

Given the disruption to normal school operations as a result of remote learning from March-June 2020 coupled with typical summer learning loss, the District has implemented and plans the following to mitigate learning loss due to covid-19:

- [Summer Learning](#)/ Practice for All Students- created and promoted to encourage summer skills practice in reading and writing
- Summer Virtual Intervention Classes - for previously identified eligible primary grade students.
- Plans to universally assess all students early upon return to school to determine current levels of academic achievement to inform academic strengths and weaknesses.
- Plans for classroom teachers to build-in time at the beginning of the school year to review/ teach with emphasis on the major content/ skills of the prior grade which may be prerequisites for future learning.
- Full use of the elementary “What I Need” period to support differentiation/ individualization/ intervention at the elementary level
- Fluid and flexible plans for interventionists to intervene early and push-in to classes to provide support and intervention, as appropriate.
- A flexible approach, with respect to meeting individual student needs, to support student well-being and academic growth.

## **c. Wraparound Supports**

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## Appendix L

### Restart Committee

The District formed a restart committee in June consisting of administrators and supervisors, association members, teachers, nurses, parents and Board of Education Members. The group worked closely and researched information from other states, other countries, the CDC, local health authorities and borough officials related to reopening schools. As part of the process, parents and staff were surveyed for feedback and responses to developing plans.

Upon the release of the *Road Back* reopening guidelines, the committee worked as a whole committee focused on:

- Health and Safety
- Facilities and Transportation
- Teaching and Learning
- Social and Emotional Learning
- Athletics and Extra-Curricular
- Community Outreach

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## Appendix M

### Pandemic Response Teams

Each school building will have a Pandemic Response Team. The team will consist of:

- School Principal
- Nurse
- Guidance counselor
- Administrative Assistant
- Custodian
- Teachers
- Parent
- CST member
- Others appointed by Principal

The team will meet as needed with a minimum of once monthly. The meeting schedule will be revised as needed in each phase of the reopening plan.

Each principal will send minutes of the meetings to the Superintendent. The team will report information to students and parents as needed. The Superintendent will update the Board.

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## Appendix N

### Scheduling of Students

- **Elementary Schools, Grades PreK - 5:**

The elementary grades will run in-person daily for all students as a minimum session day beginning at 9:20 a.m. and ending at 1:20 p.m.

The elementary daily schedule is set to run as follows:

- 8:40 - 8:50 a.m - staff arrival/ check-in
- 8:50 - 9:20 a.m. staggered student drop-off
- 1:20 - 1:50 p.m - staggered student dismissal
- 1:50 - 2:50 p.m. - designated for teacher lunch
- 2:50 - 3:30 p.m. - remote instructional support time (Tuesday through Friday); Mondays are set aside for teacher collaboration sessions

Each building principal (Ms. Bajzath, Ms. Gagliardo and Ms. Jameson) will share the student drop-off/ dismissal schedule as the school year draws near. This school schedule, which excludes lunch, allows staff to fully utilize all spaces in the school building for instruction, thereby helping with social distancing. It also allows for students to stay in their classroom with the exception of scheduled outside time utilizing our tents. Parents may register with the Wyckoff YMCA for fee-based on-site before and after care, [wyckoffymca.org/franklinlakes](http://wyckoffymca.org/franklinlakes)

- **Franklin Avenue Middle School Grades 6 - 8:**

The middle school will run at 50% capacity as a minimum session day beginning at 8:00 a.m. and dismissing at 12:30 p.m. Students will be assigned to group or cohort A and B with each group attending school two consecutive days. Cohort A will attend school Monday and Tuesday and cohort B on Thursday and Friday. Wednesday will be designated as a full-day remote schedule for all students. While cohort A and cohort B are in school, the other cohort will be tuning in to live instruction at home. In school lessons will be live streamed so students at home are tuning in to the lesson that their onsite peers are receiving at school at the same time. This schedule allows for minimal passing time and less students physically in the building when passing time occurs. Onsite lessons will be live streamed so students at home are tuning in to the lesson that their onsite peers are receiving at school at the same time.

The middle school in-person schedule is set to run as follows:

- 8:00 -8:30 a.m.- teacher check-in and staggered student arrival.
- 12:30 - 12:45 a.m. -staggered dismissal
- 12:45 - 1:45 p.m. designated teacher lunch.
- 1:45 - 2:50 p.m. - remote instructional support time (Tuesday through Friday). Mondays are set aside for teacher collaboration sessions.

# Franklin Lakes Restart & Recovery Plan

FLPS	100% Virtual/ Remote Learning	Hybrid Learning (In-person & Remote)	In-Person Learning																		
Elementary	<p>A completely at-home option is available to all New Jersey students pursuant to the NJDOE guidelines provided in the first paragraph of this letter and below.</p> <ul style="list-style-type: none"> <li>• Instruction will be provided by a certified FLPS teacher;</li> <li>• District-issued devices will support students as they learn utilizing District curricula and other resources; instruction will include live and on-demand lessons;</li> <li>• Daily attendance will be taken and will follow the in-person minimum day schedule to the greatest extent possible;</li> <li>• Provision of related services will be offered virtually.</li> </ul> <p><a href="#">Guidance on the Remote Instruction Option</a></p>	<p style="text-align: center;"><b>X</b></p> <p>A hybrid model with A and B cohorts is <i>not</i> currently available</p>	<table border="1" style="width: 100%;"> <tr> <td></td> <td>All students</td> </tr> <tr> <td>Minimum Day</td> <td>In School</td> </tr> <tr> <td>YMCA Childcare</td> <td>In School (optional a.m. &amp; p.m.)</td> </tr> </table>		All students	Minimum Day	In School	YMCA Childcare	In School (optional a.m. & p.m.)												
	All students																				
Minimum Day	In School																				
YMCA Childcare	In School (optional a.m. & p.m.)																				
Middle School	<p>A completely at-home option is available to all New Jersey students pursuant to the NJDOE guidelines provided in the first paragraph of this letter and below.</p> <p>(See guidelines above)</p>	<p>Proposed Hybrid Schedule with students divided into two cohorts (A &amp; B)</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>In-person School</td> <td>A</td> <td>A</td> <td>R*</td> <td>B</td> <td>B</td> </tr> <tr> <td>Remote</td> <td>B</td> <td>B</td> <td>R*</td> <td>A</td> <td>A</td> </tr> </tbody> </table>		M	T	W	Th	F	In-person School	A	A	R*	B	B	Remote	B	B	R*	A	A	<p style="text-align: center;"><b>X</b></p> <p>A completely in-person option for all students everyday is not currently available</p>
	M	T	W	Th	F																
In-person School	A	A	R*	B	B																
Remote	B	B	R*	A	A																

# Franklin Lakes Restart & Recovery Plan

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	<a href="#">Guidance on the Remote Instruction Option</a>	R* = All Students Remote	
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# Franklin Lakes Restart & Recovery Plan

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## Appendix O

### Staffing

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

#### Teachers

All faculty and staff will be assigned to their normal schedule. There will be adjustments in responsibilities based on the schedule for students. All aspects of the collective bargaining agreement regarding contractual hours, non-student contact time, and instructional time assignments will be in effect.

#### Grades Pre-K-5

- Teachers will work their regular schedule. Students will be present in school for a minimum day session. Staggered start and dismissal times will provide some additional flexibilities during the contractual day.
- A duty free lunchtime will be provided, following the student minimum day.
- Time will be provided following the student day for remote instructional support time (Tuesday through Friday); Mondays are set aside for teacher collaboration sessions and other programming.
- Student contact time, prep time, and duty-free time will follow contract guidelines.
- Collaborative teaching assignments will continue as determined by student IEPs
- Some specialists with dual certification may be reassigned to support limitations to class size and/ or may serve as general education teachers for students who select the 100% virtual school option.
- To address remote learning, a district-wide teacher for each grade level, if feasible, will be assigned as the virtual instructor. The need and feasibility of this is to be determined as student return numbers are made known.
- In grades K-5 special area teachers (art, music, library/media, enrichment, Discovery, and spanish) will be held as a 'push in' model. Students will only leave the classroom for physical education and recess.
- Paraprofessionals/ instructional aides may support instruction to ensure social distancing and other needs in a socially-distanced/ virtual classroom.



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## Grades 6-8

Teachers will work their regular contract hours.

- The middle school will run at 50% capacity as a minimum session day beginning at 8:00 a.m. and dismissing at 12:30 p.m. Students will be assigned to group or cohort A and B with each group attending school two consecutive days. Cohort A will attend school Monday and Tuesday and cohort B on Thursday and Friday. Wednesday will be designated as a full-day remote schedule for all students. While cohort A and cohort B are in school, the other cohort will be tuning in to live instruction at home. In school lessons will be live streamed so students at home are tuning in to the lesson that their onsite peers are receiving at school at the same time.
- Staggered start and dismissal times will provide some additional flexibilities during the contractual day.
- A duty free lunch will be provided following the student minimum day.
- Time will be provided following the student day for remote instructional support time (Tuesday through Friday); Mondays are set aside for teacher collaboration sessions and other programming. Teachers will follow a one-session schedule.
- Student contact time, prep/ team time, and duty-free time will follow contract guidelines.
- Following the minimum day and lunch, teachers will be assigned office hours/ remote instructional support time in order for students in the remote cohort (either students who are scheduled to be home that day or students who are totally remote) to contact them through email, Google Apps, Zoom, etc.

## Club Advisors, Activity Directors, Athletic Coaches

- Will follow the guidelines detailed in Appendix J and Appendix P.

## Non-Instructional Certificated and Non-Certificated Staff – PK-8

All non-instructional certificated staff will perform their normal duties to serve the students. When meeting with students they will follow social distancing guidelines and use proper PPE if social distancing is not feasible. They can also utilize video conferencing, where applicable.

In addition to their normal daily duties:

- Nurses
  - will ensure that all screening protocols are properly carried out
  - will ensure that all protocols are followed if a student or staff member becomes ill.
- Guidance Counselors, CST members, and Guidance Counselors
  - will monitor the attendance, progress, and social emotional learning of remote students.

# Franklin Lakes Restart & Recovery Plan

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- Library /Media Specialists
  - will provide resources to assist both in-person and remote learners
- Therapists / Related Service Providers
  - will develop remote sessions as needed

## **Non Certificated /Non-Instructional Staff**

All non-certificated and non-instructional certificated staff will perform their normal duties to serve the students, faculty, and staff in their assigned buildings. They will follow social distancing guidelines and use proper PPE.

In addition to their normal duties:

- Secretaries
  - will record attendance for remote cohorts and remote students.
  - will conduct normal attendance checks for all students.
- **Lunch aides**
  - will be reassigned as needed to provide coverage and assistance with social distancing, preps, etc.
- Day time custodial coverage will be increased through the use of our contracted custodial service, if needed.
- The IT department will ensure that remote learning is running smoothly.

## Administration

- In addition to their normal duties, administrators, supervisors and directors will:
  - provide guidance, training and, when feasible, collaborative time for teachers to develop effective classroom and remote strategies for instruction
-

# Franklin Lakes Restart & Recovery Plan

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- develop schedules for students while taking into account the strain a hybrid schedule may place on families and make accommodations when feasible.
- effectively and fairly monitor plans for high risk students, faculty, and staff.
- provide frequent communication to students, faculty, staff and parents
- monitor health trends in district, county and state.
- assess the efficacy of the schedule and meet with other administrators and the superintendent to revise as needed according to the phase schedule.
- monitor students progress.
- meet frequently with the Pandemic Response Team, ScIP Committee, and the PTAs.

## Substitute Teachers

- Substitute teachers will be screened in the same manner as all students and staff.
- Substitute teachers will be provided with any required PPE.
- Substitute teachers will be given guidance (both in writing and verbally) regarding social distancing, PPE requirements, and any other COVID-19 related information.

## **Mentoring, Professional Development, Student Growth Objectives, Teacher and Staff Evaluation**

- The district's Mentoring Plan is being modified to support precautions including social distancing requirements.
- New Teacher Orientation will take place in August. Plans are being made to provide a safe model (hybrid or fully virtual).
- All PDP requirements pursuant to J.A.C. 6A:9C-4 remain in effect.
- All educators must develop a PDP for the 2020-2021 school year no later than October 31, 2020.
- At the end of the 2019-20 school year, educators receiving an NE can also begin creating a PDP In developing SY 20-21 PDPs, the following requirements will be adhered to:

### ○ Teachers:

- One goal can be a continuation of a 2019-20 goal linked to results from individual performance evaluations from SY 2018-19 or derived from SY 2019-20 observations completed prior to building closures.

- One goal can be linked to an SY 2020-21 district, school, team or individual goal.

### ○ School Leaders:

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- One goal can be a continuation of a 2019-20 goal linked to results from individual performance evaluations from SY 18-19 results or derived from SY 19-20 observations completed prior to building closures.
- One goal must address SY 20-21 specific individual, school, or school district goals.
- Student Growth Objectives
  - The expectation is that Student Growth Objectives will be required.
  - The District is awaiting confirmation and more details from the NJDOE.
- Teacher and Staff Evaluation
  - The District will plan to follow the normal teacher and staff evaluation schedule.
  - The District is awaiting confirmation and more details from the NJDOE.

# Franklin Lakes Restart & Recovery Plan

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## Appendix P

### Athletics

Franklin Lakes Public Schools will not be offering Athletics during Phase 1.

# Franklin Lakes Restart & Recovery Plan

## CHART OF USEFUL LINKS

Conditions for Learning		
Section	Title	Link
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President’s Plan for Opening American Up Again	<a href="https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fscho ols-day-camps.html%20-%20page=46">https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fscho ols-day-camps.html%20-%20page=46</a>
	Childcare, Schools, and Youth Programs	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html</a>
	People Who Are at Increased Risk for Severe Illness	<a href="https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html">https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html</a>
	Considerations for Schools	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</a>
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	<a href="https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief">https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief</a>
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	<a href="https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance">https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance</a>

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	When and How to Wash Your Hands	<a href="https://www.cdc.gov/handwashing/when-how-handwashing.html">https://www.cdc.gov/handwashing/when-how-handwashing.html</a>
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	<a href="https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana">https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana</a>
	What Bus Transit Operators Need to Know About COVID-19	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html">https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html</a>
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	<a href="https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf">https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf</a>
	Handwashing (Printable Posters)	<a href="https://www.cdc.gov/handwashing/posters.html">https://www.cdc.gov/handwashing/posters.html</a>
Critical Area of Operation #5	Communicable Disease Service	<a href="https://www.nj.gov/health/cd/">https://www.nj.gov/health/cd/</a>
<b>Section</b>	<b>Title</b>	<b>Link</b>
	COVID-19: Information for Schools	<a href="https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml">https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml</a>
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	<a href="https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf">https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf</a>
	Guidance for Child Care Programs that Remain Open	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html</a>
	General Business Frequently Asked Questions	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html">https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html</a>
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	<a href="https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf">https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf</a>

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	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	<a href="https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19">https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19</a>
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	<a href="https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19">https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19</a>
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	<a href="https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus">https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus</a>
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	<a href="https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf">https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf</a>
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	<a href="https://www.nj.gov/education/njtss/guidelines.pdf">https://www.nj.gov/education/njtss/guidelines.pdf</a>
	RTI Action Network	<a href="http://www.rtinetwork.org/">http://www.rtinetwork.org/</a>
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	<a href="https://challengingbehavior.bcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf">https://challengingbehavior.bcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf</a>
Wraparound Supports	SHAPE	<a href="http://www.schoolmentalhealth.org/SHAPE/">http://www.schoolmentalhealth.org/SHAPE/</a>
	Child Care Resource and Referral Agencies	<a href="https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx">https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx</a>
	Coronavirus Resources for Mentoring	<a href="https://nationalmentoringresourcecenter.org/">https://nationalmentoringresourcecenter.org/</a>
<b>Section</b>	<b>Title</b>	<b>Link</b>
Food Service and Distribution	Benefits of School Lunch	<a href="https://frac.org/programs/national-school-lunch-program/benefits-school-lunch">https://frac.org/programs/national-school-lunch-program/benefits-school-lunch</a>



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Quality Child Care	Child Care Resource and Referral Agencies	<a href="https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx">https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx</a>
	Division of Early Childhood Education	<a href="https://www.nj.gov/education/ece/hs/agencies.htm">https://www.nj.gov/education/ece/hs/agencies.htm</a>
<b>Leadership and Planning</b>		
<b>Section</b>	<b>Title</b>	<b>Link</b>
Scheduling	New Jersey Specific Guidance for Schools and Districts	<a href="https://www.nj.gov/education/covid19/sped/guidance.shtml">https://www.nj.gov/education/covid19/sped/guidance.shtml</a>
Staffing	Mentoring Guidance for COVID-19 Closures	<a href="https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml">https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml</a>
	Educator Evaluation During Extended School Closure as a Result of COVID-19	<a href="https://www.nj.gov/education/covid19/teacherresources/edevaluation.shtml">https://www.nj.gov/education/covid19/teacherresources/edevaluation.shtml</a>
	Performance Assessment Requirement for Certification COVID-19 Guidance	<a href="https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml">https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml</a>
	Educator Preparation Programs and Certification	<a href="https://www.nj.gov/education/covid19/teacherresources/epcert.shtml">https://www.nj.gov/education/covid19/teacherresources/epcert.shtml</a>
Athletics	Executive Order No. 149	<a href="http://d31hzlzk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf">http://d31hzlzk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf</a>
	NJSIAA COVID-19 Updates	<a href="https://www.njsiaa.org/njsiaa-covid-19-updates">https://www.njsiaa.org/njsiaa-covid-19-updates</a>
	NJSIAA provides return-to-play guidelines – Phase 1	<a href="https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1">https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1</a>
	Guidance for Opening up High School Athletics and Activities	<a href="https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf">https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf</a>
<b>Policy and Funding</b>		
<b>Section</b>	<b>Title</b>	<b>Link</b>
Elementary and Secondary	CARES Act Education Stabilization Fund	<a href="https://www.nj.gov/education/covid19/boardops/caresact.shtml">https://www.nj.gov/education/covid19/boardops/caresact.shtml</a>

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

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Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	<a href="https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf">https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf</a>
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	<a href="https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf">https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf</a>
	Mathematics: Focus by Grade Level	<a href="https://achievethecore.org/category/774/mathematics-focus-by-grade-level">https://achievethecore.org/category/774/mathematics-focus-by-grade-level</a>
	Teacher Resources for Remote Instruction	<a href="https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml">https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml</a>
	NJDOE Virtual Professional Learning	<a href="https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml">https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml</a>
<b>Section</b>	<b>Title</b>	<b>Link</b>
Professional Learning	Distance Learning Resource Center	<a href="https://education-reimagined.org/distance-learning-resource-center/">https://education-reimagined.org/distance-learning-resource-center/</a>
Career and Technical Education (CTE)	Communicable Disease Service	<a href="https://www.nj.gov/health/cd/topics/covid2019_schools.shtml">https://www.nj.gov/health/cd/topics/covid2019_schools.shtml</a>
	Considerations for Schools	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</a>