

RESTART & RECOVERY PLAN

Restart and Recovery Plan to Reopen Schools

CLIFTON PUBLIC **SCHOOLS**

Board of Education

Fall 2020

Please note that as information from the New Jersey Department of Education is continually updated, the Clifton Public School District reserves the right to modify this plan.

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Introduction

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

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

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

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

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

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

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

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

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

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THE CLIFTON PUBLIC SCHOOLS BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

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

A. Conditions for Learning

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

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

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

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

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

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

Ten Critical Areas of Operation

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

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

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

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- (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.
- (e) Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:
 - (i) Chronic lung disease or asthma (moderate to severe);
 - (ii) Serious heart conditions;
 - (iii) Immunocompromised;
 - (iv) Severe obesity (body mass index, or BMI, of 40 or higher);
 - (v) Diabetes;
 - (vi) Chronic kidney disease undergoing dialysis;
 - (vii) Liver disease;
 - (viii) Medically fragile students with Individualized Education Programs (IEPs);
 - (ix) Students with complex disabilities with IEPs; or
 - (x) Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

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

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

- (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 will 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) 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.

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- (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 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. Re-circulated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- (7) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
 - (a) In each classroom (for staff and older children who can safely use hand sanitizer).
 - (b) At entrances and exits of buildings.
 - (c) Near lunchrooms and toilets.
 - (d) Children ages five and younger should be supervised when using hand sanitizer.
 - (e) For classrooms that have existing hand washing 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 a face covering must be worn by all students who are able to do so upon entering the bus.
- (2) Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.
- (3) Every school bus, either district-owned or contracted, should be cleaned and disinfected before and after each bus route.

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

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

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

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

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

- (1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:
 - (a) Staff must visually check students for symptoms upon arrival 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. Notification of staff, and families of a confirmed case while maintaining confidentiality will proceed according to guidance provided by the local health officers.
 - (c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:
 - (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
 - (ii) Following current Communicable Disease Service guidance for illness reporting.

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- (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
- (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
- (v) Continuous monitoring of symptoms.
- (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Services Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
- (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
- (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
- (5) Students are required to wear face coverings 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.
- (6) Exceptions to requirements for face coverings shall be as follows:
 - (a) Doing so would inhibit the individual's health.
 - (b) The individual is in extreme heat outdoors.
 - (c) The individual is in water.
 - (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
 - (e) The student is under the age of two and could risk suffocation.
- (7) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility may be denied.

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

F. Critical Area of Operation #6 – Contact Tracing

- (1) The NJDOE Guidance does not include any “anticipated minimum standards” for contact tracing. However, all school and district administrators, school safety specialists, nurses, 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 Supervisor of Nurses on the importance of contact tracing in collaboration with the Clifton Health Department.

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

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

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

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

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

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

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

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

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

(i) Classroom desks and chairs;

(ii) Lunchroom tables and chairs;

(iii) Door handles and push plates;

(iv) Handrails;

(v) Kitchens and bathrooms;

(vi) Light switches;

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

(viii) Buttons on vending machines and elevators;

(ix) Shared telephones;

(x) Shared desktops;

(xi) Shared computer keyboards and mice;

(xii) Drinking fountains; and

(xiii) School bus seats and windows.

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

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

H. Critical Area of Operation #8 – Meals – Anticipated Minimum Standards Incorporated into the Plan

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2. Academic, Social, and Behavioral Supports

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

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

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

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

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

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

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

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

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☐ Not Being Utilized

☐ Being Developed by School Officials

☒ Currently Being Utilized

The Clifton Public School District incorporates Social & Emotional Learning (SEL) within their instruction and school wide expectations. The five SEL components the district focuses on are self-awareness, self-management, relationship skills, social awareness, and responsible decision making skills. These five areas will be integrated through character education lessons provided by the Counseling Department as well as the Second-Step program for kindergarten and first grade students.

Clifton's Positive Behavior Supports in School (PBSIS) program has established district-wide behavioral, health and safety expectations to help support the school culture and climate upon return.

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

The Clifton Public School District utilizes Intervention and Referral Services (I&RS) to provide additional support to students in need. Each school has their own I&RS committee which includes the school counselor, school nurse, administrator, referring teacher, and parent/guardian(s) of the referred student. Students in need of additional supports are first identified by a staff member. The I&RS committee then develops interventions and modifications which are applied to the student's learning plan. The student's progress is monitored by the I&RS committee every 4-6 weeks to evaluate current interventions and help determine the student's academic and social progress.

Clifton's Positive Behavior Supports in School (PBSIS) program integrates with I&RS and supports district-wide behavioral, academic, health and safety expectations through implementation of MTSS Universal Expectations and Secondary and Tertiary Tier interventions.

c. Wraparound Supports

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

☐ Not Being Utilized

☐ Being Developed by School Officials

☒ Currently Being Utilized

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The Clifton Public School District offers a comprehensive approach to address the academic, behavioral, and social-emotional needs of all students and staff. All staff members will be provided professional development on the topics of Trauma Informed Compassionate Classrooms and Ways to Integrate Social & Emotional Learning techniques. All Clifton staff members, students and their families will be provided with resources for mental health supports, food/housing information and crisis hotline phone numbers. The Clifton Public School District's Counseling Department along with the Positive Behavior Support in School (PBSIS) program will provide both staff and students with everyday mindfulness strategies and techniques.

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

The Clifton Public School District will continue to deliver meals through a pick-up-and-go service. Meals for students who qualify will be distributed to students and students will receive lunch and breakfast and lunch for the following day. Students who are learning virtually will be able to pick up their lunch at the school during designated hours.

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.

☐ Not Being Utilized

☒ Being Developed by School Officials

☐ Currently Being Utilized

Aftercare programs through the Boys and Girls Club will be available across the district from students in grades K to 8. Additional 4C provider options are available. School 4, 12 and 17 will continue to provide the Minds in Motion wrap around program for students in grades 3 to 5. Boys and Girls Club programs will begin at dismissal and can be available until 6:00pm.

[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".

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1. Establishing a Restart Committee

- a. A Restart Committee should be established as collaboration is critical to the development of the Board's Plan.
- b. The Restart Committee should include school district and school-level administrators, members of the local Board of Education, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.
- c. The Restart Committee should work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the district Plan. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board's Plan.
- d. The Restart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.
- e. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

- a. School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.
- b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
- c. Members of the school teams should include a cross section of administrators, teachers, staff, and parents.
- d. Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.
- e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.
- f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:

- (1) School Principal or Lead Person;
- (2) Teachers;
- (3) Child Study Team member;
- (4) School Counselor or mental health expert;
- (5) Subject Area Chairperson/Director;
- (6) School Nurse;
- (7) Teachers representing each grade band served by the school district and school;

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(8) School safety personnel;

(9) Members of the School Safety Team;

(10) Custodian; and

(11) Parents.

g. The Pandemic Response Team is responsible for:

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

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

(3) Providing staff with needed support and training.

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

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

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

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

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

[See Appendix M – Pandemic Response Team]

3. Scheduling

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

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

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

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

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

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(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 the classroom receive instruction. School officials may:

(1) Provide teachers common planning time.

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

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

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

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

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

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

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

[See Appendix N – Scheduling of Students]

4. Staffing

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

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

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

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

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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 non-tenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.

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

(3) Certification

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

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

[See Appendix O – Staffing]

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

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

b. Instructional staff should:

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

(2) Limit group interactions to maintain safety.

(3) Support school building safety logistics (entering, exiting, restrooms, etc.).

(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.

(10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).

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

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- (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
 - (7) Define and provide examples of high-quality instruction given context and resources available.
 - (8) Assess teacher, student, and parent needs regularly.
 - (9) Ensure students and parents receive necessary supports to ensure access to instruction.
 - (10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
 - (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
 - (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
 - (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
 - (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
 - (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
 - (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
 - (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
 - (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.
- e. Educational services staff members should:
- (1) Lead small group instruction in a virtual environment.
 - (2) Facilitate the virtual component of synchronous online interactions.
 - (3) Manage an online platform for small groups of in-person students while the 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.

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

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

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- (1) Designate staff members to provide ongoing support with technology to students, teachers, and families. The district technology trainer and technology teachers are assigned to support students, staff and families.
 - (2) Implemented one to one devices in grades K to 12. Periodic reevaluation of student internet access takes place. Hot spots available as needed.
 - (3) One-to-one instructional devices provided and connectivity.
 - (4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).
- b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:
- (1) Train student teachers to use technology platforms.
 - (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
 - (3) Survey assistant teachers to determine technology needs/access (Pre-school).
 - (4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- c. Student teachers should:
- (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.
 - (2) Lead small group instruction (in-person to help with social distancing).
 - (3) Co-teach with cooperating teacher and maintain social distancing.
 - (4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
 - (5) Implement modifications or accommodations for students with special needs.
 - (6) Facilitate one-to-one student support.
 - (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
 - (8) Provide technical assistance and guidance to students and parents.
 - (9) Develop online material or assignments.
 - (10) Pre-record direct-instruction videos.
 - (11) Facilitate student-centered group learning connecting remote and in-person students.
- d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:

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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 the need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

7. Athletics

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

[See Appendix P – Athletics]

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. Ready facilities, purchasing supplies, transporting, and feeding students may look drastically different in the 2020-2021 school year. The Policy and Funding section of the Board's Plan focuses on existing and pending Federal and State legislation, regulations, and guidance.

1. School Funding

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

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

b. School District Budgets

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

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c. School Funding

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

(1) Purchasing

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

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

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

(3) Costs and Contracting

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

D. Continuity of Learning

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2. Technology and Connectivity

a. School districts should strive to ensure that every student has access to a device and internet connectivity. School districts 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 training and acceptable use policy implementation.

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

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

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

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3. Curriculum, Instruction, and Assessment

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

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

c. Virtual and Hybrid Learning Environment

(1) Curriculum

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

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

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

(2) Instruction

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

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

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

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

(iii) Develop students' meta-cognition.

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

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

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

(3) Assessment

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

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

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

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

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

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

4. Professional Learning

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

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

c. Professional learning opportunities should be:

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

(2) Presented throughout the school year;

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

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

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

d. Mentoring and Induction

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

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

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

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

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

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

d. Quality CTE Programs

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

e. Work-Based Learning

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

f. Career Advisement and Development

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

g. CTE Recruitment and Retention

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

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h. Funding to Support CTE Programs

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

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Appendices

RESTART & RECOVERY PLAN

Restart and Recovery Plan to Reopen Schools

Clifton Public Schools Board of Education

Fall 2020

RESTART & RECOVERY PLAN

Appendix A

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

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

A. General Health and Safety

1. The Clifton Public School District has established communication with local and state health authorities. Communication will remain on-going throughout the summer as well as the 2020 – 2021 school year to ensure the district is apprised of the most current data and current mitigation levels in the community are assessed.
2. Students who are at higher risk for severe illness will be issued a 504 with appropriate accommodations. Each case shall be handled on an individual basis.
3. Through various means of communication, Clifton Public Schools will promote behaviors that reduce the spread of the virus, such as:
 - a. Stay home when not feeling well (especially when symptoms are temperature above 100, sore throat, cough, body aches, chills, muscle aches, shortness of breath).
 - b. Face coverings - expectation that everyone in the building wears a mask every day unless medically prohibited.
 - c. Signs and messages throughout the school reminding students and staff about frequent handwashing, respiratory
4. Training and programs will be offered to encourage behaviors that reduce the spread of COVID-19.
 - a. Staff and families will be educated when they/their child(ren) should stay home and when they can return to school.
 - b. Staff and families will be taught proper handwashing techniques and staff will be encouraged to monitor students' handwashing when possible. Hand sanitizer will be used when soap and water is not available.
 - c. Using a tissue for coughs and sneezes and immediately washing hands with soap and water will be reinforced to staff and students.
 - d. Staff and students will be educated on the use of cloth face coverings. Information will be provided to staff, students, and students' families on proper use, removal, and washing of cloth face coverings.
5. All staff and building visitors will be required to wear a face covering at all times, unless it will inhibit the individual's health.
6. Students will be required to wear a face covering when entering, exiting, or moving throughout the building and when seated at their desks unless doing so would inhibit the student's health.

B. Protocol for High Risk Staff Members

1. Staff members who are at higher risk for severe illness from COVID-19 as outlined by the CDC, will notify the Director of Human Resources no later than July 31, 2020. A doctor's note verifying the staff member is at high risk must accompany the request. Upon review, the staff member will be provided with appropriate accommodations. Each case shall be handled on an individual basis.
 - a. Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from Covid-19 such as older adults (65 and older), individuals with disabilities, or those who have serious underlying medical conditions.

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b. Teachers who are at higher risk for severe illness may be considered for virtual work.

C. Protocol for High Risk Students

1. Students who are at higher risk for severe illness, according to CDC, NJDOE, and NJDOH guidelines, will be provided with the opportunity to attend virtual learning that is synchronous with the presented schedule.

a. Students who are deemed at high risk with serious underlying medical conditions.

b. Medically fragile students with Individualized Education Programs (IEPs).

c. Students with complex disabilities with Individualized Education Programs (IEPs).

d. Students who require accommodations in accordance with the section 504 of the Rehabilitation Act of 1973.

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Appendix B

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

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

A. Social Distancing in Instructional and Non-Instructional Rooms

1. Implementing social distancing practices in all instructional and non-instructional spaces is critical to ensuring the health and safety of students and staff at Clifton Public Schools. To that end, student desks and seating in classrooms, cafeterias, multi-purpose rooms, and other spaces will be separated by at least six (6) feet to the maximum extent practicable.

2. Classrooms

a. Clifton Public Schools will practice social distancing within the classroom to the maximum extent practicable.

b. Students will be seated at least six (6) feet apart.

c. Student desks will all be facing the same direction, toward the front of the room.

d. Face coverings are required for all students and staff, unless otherwise noted due to a medical condition.

e. Limit the use of shared objects (stapler, shared pens) or clean between use.

f. Ensure adequate ventilation, including operational heating, and ventilation systems where appropriate.

g. Teachers will be encouraged to open windows.

h. Filter(s) for A/C and heating units will be maintained and changed according to manufacturer recommendations.

3. Office Spaces

a. Sneeze guards will be installed for office personnel that see many students and staff throughout the day. This includes the front office, support staff and guidance support staff desks.

b. All office staff desks will be positioned at least six (6) feet apart.

c. Face coverings are required for all staff, unless otherwise noted due to a medical condition.

d. Encourage virtual meetings with parents, college representatives, outside therapists, etc.

4. Alternate Spaces- Clifton Public Schools will encourage the use of alternate classroom spaces in order to maintain social distancing guidelines including:

a. Outside of the buildings as available

b. Media Centers

5. Clifton Public Schools will utilize larger rooms as classrooms to allow for social distancing including:

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a. Auditorium

b. Cafeteria

c. Gymnasium

B. Procedures for Hand Sanitizing/Washing

1. Classrooms:

a. Every classroom has been equipped with alcohol-based hand sanitizers (at least 60% alcohol). Students should use hand sanitizer upon entering the classroom.

b. Teachers will be equipped to wipe down the seating area/desk before leaving the classroom each period with sanitizing equipment provided.

c. Classrooms will be equipped with materials to wipe down desks and chairs between student use.

d. Clifton Public Schools custodial staff will clean all surfaces every night. Disinfecting will take place nightly in all buildings throughout the district.

2 - Office Spaces

a. All offices should have hand sanitizer that everyone should use upon entering the office space.

b. Limit the use of shared objects (stapler, shared pens) or clean between use.

c. Ensure adequate ventilation, including operational heating, and ventilation systems where appropriate.

d. Staff will be encouraged to open windows, if applicable.

3. Other Considerations:

a. Hand sanitizing stations will be added to the following areas:

1. Media Center

2. Gymnasium

3. Cafeteria

4. Auditorium

5. All Purpose Room

6. Outside bathrooms

7. At each entrance where students check in.

b. Increase signage throughout the buildings to promote hand-washing.

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c. Create public service announcements (PSA) regarding safety measures including hand washing and social distancing.

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Appendix C

Critical Area of Operation #3 – Transportation

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

Student Transportation

1. The Clifton Public School District will continue to provide transportation to and from school for students eligible to take the bus as per NJ Department of Education guidelines.
2. Students must wear a face covering upon entering the bus. Accommodations for students who are unable to wear a face mask will be given to meet the student's needs.
3. Bus windows will remain open, weather permitting, to insure plenty of air circulation throughout the bus.
4. Busses will be cleaned between each route.
5. Busses will be disinfected each night.
6. Drivers and bus aides will be required to wear a face covering when students are loading and unloading from the bus.
7. Busses will be loaded from back to front and discharged from front to back in pre-designated pods of students based on bus stops.
8. School buses used for athletics, or otherwise contracted, will be cleaned and disinfected prior to each trip, after each pre-trip inspection has been performed.
9. As per CDC and NJDOE guidance, students will be required to wear a face covering at all times while riding the bus unless doing so would inhibit the health of the individual.
10. Accommodations will be made for students who are unable to wear a face covering in accordance with all applicable laws and regulations.
11. Students will be assigned a seat with siblings from the same household. At no point in time, shall students change seats or sit with their friends instead of their assigned seats.

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Appendix D

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

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

A. Location of Student and Staff Screening

1. Clifton Public Schools will have a process for student and staff health screenings.
2. Screening Method for Students and Staff:
 - a. The staff/parent/guardian(s) must take their/their child's temperature before coming to school. Temperature will be documented using a remote electronic form/app provided by the district.
 - b. The staff/parent/guardian(s) must complete the signs/symptoms questions on the electronic form/app provided by the district.
 - c. A staff member will verify student clearance during homeroom daily.
3. If students and staff do not meet the standards, they will not come to school. All information will be received by the student information system electronically.
4. If students and staff are already at school and they experience any COVID-19 symptoms, they will immediately report to the Health Office where they will be isolated from other students who may be in the Health Office for other reasons.

B. Social Distancing in Entrances, Exits, and Common Areas

- 1) All students, staff, and visitors shall wear Personal Protective Equipment (PPE) including a mask that covers the mouth and nose, unless doing so would inhibit the health of the individual.
- 2) Social distancing guidelines, where possible, must be adhered to at all times.
 - a) Appropriate signage may be posted in areas inclusive of, but not limited to building exterior, entrances/exits, stairwells, hallways, common areas (gymnasiums, cafeterias, auditoriums), and classrooms to assist with social distancing.
 - b) Other markers such as cones, dividers, arrows, and physical barriers may be utilized to assist with social distancing.
- 3) Individual buildings will develop entry/exit traffic, and hallway flow procedures to limit student, staff, and visitor exposure. Building administrators may require students, staff, and visitors to:
 - a) "Drop-Off" and/or park vehicles at designated and/or assigned locations.
 - b) Enter/Exit the building at designated and/or assigned locations.
 - c) Develop and implement "One-Way-Routes" in hallways and stairways, if applicable.
 - d) "Staggering" entrance, exit, and passing times.
 - e) Limit or eliminate use of student lockers, if applicable.
- 4) Clifton Public Schools shall adopt a Visitors Policy in response to COVID-19 (P 1648). A process for parents, guardians, and visitors to drop off student items and/or to schedule an appointment will be developed and communicated by each individual building administrator. These processes will include:
 - a) Utilizing a clear plastic container/bin for student item(s) drop-off.
 - b) Contacting staff member(s) via phone and/or email to schedule an appointment.
 - c) Adhering to building screening and sign in procedures.
- 5) District and Building-Wide Health and Safety Expectations will be established, communicated, and reinforced through the Multi-Tiered System of Support (MTTS), Positive Behavior Support In Schools (PBSIS). Health and Safety Expectations may include:
 - a) How to properly wear Personal Protective Equipment (PPE).
 - b) Procedures for:

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- i) Entering/exiting the building
- ii) Traveling through hallways/stairways
- iii) Effective hygiene protocols (i.e., hand washing, cleaning individual work spaces)
- iv) Social distancing
 - 6) Clifton Public Schools may limit, reduce, and/or eliminate extracurricular and/or afterschool activities (i.e., clubs, detention). The district will follow all New Jersey State Interscholastic Athletic Association (NJSIAA) guidelines as it pertains to athletics participation.
 - 7) Clifton Public Schools may limit, reduce, and/or eliminate “large group gatherings” (i.e., in person programs/assemblies). Programs that are deemed “essential” for students, staff, parent/guardian(s), and stakeholders may be held virtually.
 - 8) Sanitizers, hand wipes, and CDC approved cleaning/disinfecting agents will be readily available throughout the building for students, staff, and visitors.
 - 9) Clifton Public Schools will make every effort to limit commingling of students between classes as well as other common areas. This may include the cohorting of students in instructional groups, if applicable.
- 10. Signage in and around the school will be posted to provide hygiene advice and reminders.
- 11. Clifton Public Schools will produce public service announcements (PSA) with appropriate reminders as well as expectations.

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Appendix E

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

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

A. Screening Procedures for Students, Staff and Visitors

1. Clifton Public Schools will encourage parent/guardian(s) to be on the alert for signs of illness in their children and to keep them home when they are sick.
2. Clifton Public Schools will work to adopt a procedure for screening students, employees and visitors for symptoms and history of exposure.
3. Clifton Public Schools students, parent/guardian(s) of students, staff and visitors will be required to complete the remote screening questions daily prior to coming to school on a daily basis.
4. Visual Screening: Staff must visually check students for symptoms upon arrival and/or confirm with families that students are free of Covid-19 symptoms using forms or digital app.
 - a. Health checks will be conducted safely and respectfully and in accordance with any applicable privacy laws and regulations.
 - b. Results must be documented when Covid-19 symptoms are observed.
 - c. The screening policy will take into account students with disabilities and accommodations that may be needed in the screening process for those students.
 - d. Information related to the screening process and a Covid-19 questionnaire will be communicated staff/parents/guardians/students and acknowledged by parents/staff prior to the first day of school.

B. Protocols for Symptomatic Students and Staff

1. Clifton Public Schools, in conjunction CDC, NJDOE, NJDOH, Clifton Health Department and district physician, will adopt procedures for symptomatic staff and students.

Procedures will be as follows:

- a. When a student or staff member presents to the nurse's office with a report of any infectious disease symptoms (temp above 100, cough, sore throat, shortness of breath, loss of taste or smell, chills, muscle aches), they will be evaluated by the school nurse and triaged to ensure they are isolated if necessary.
- b. Appropriate PPE will be donned; student/staff member will be isolated in the far area of the health office (at least six (6) feet away from other visitors to the office) with the curtain drawn. Face covering should be in place.
- c. Parent or family member will be contacted and the student/staff member escorted to his/her vehicle outside of the health office. The Supervisor of Nurses will be contacted for additional guidance as recommended by Clifton Health Department and contact tracing recommendations will be followed.
- d. Health office congestion will be decreased by minimizing visits for minor ailments such as paper cuts or fatigue.

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e. If the Health Office becomes congested, a line will form outside of the Health Office with markings on the floor so visitors who are waiting are 6 feet apart.

f. There will be a hand sanitizing dispenser located at entrance to the Health Office that should be utilized by visitors when entering and exiting the office or hand washing with soap and water in the Health Office bathroom.

g. Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others. Current CDC guidance for illness reporting will be followed.

h. If Clifton Public Schools become aware that an individual who has spent time in a district facility tests positive for Covid-19, Superintendent, Supervisor of Nurses or designee will immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality. (See the School Decision Tree in CDC Interim Guidance for US K-12 Schools and Child Care Programs to Plan, Prepare, and Respond to Covid-19

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Schools-Decision-Tree.pdf>)

i. There will be methods in place to assist in contact tracing including records of groups/cohorts, assigned staff, bus and daily attendance.

j. Clifton Public Schools will follow all applicable re-admittance procedures consistent with the Clifton Health Department guidance and information for schools and Department of Health/Communicable Disease Services Quick reference guidance on Discontinuation of Transmission based precautions and home isolation for persons diagnosed with Covid-19.

1. For persons recovered from COVID-19 illness, CDC recommends that isolation be maintained for at least ten (10) days after illness onset and at least three (3) days (72 hours) after recovery. (As of July 23rd, 2020 CDC guidance)

2. Illness onset is defined as the date symptoms begin. Recovery is defined as resolution of fever without the use of fever-reducing medications with progressive improvement or resolution of other symptoms.

3. Ideally, isolation should be maintained for this full period to the extent that it is practicable under rapidly changing circumstances.

C. Protocols for Face Covering

1. There will be an adequate amount of personal protective equipment (PPE) available, accessible and provided for use.

a. Disposable masks

b. Face shields for all staff

2. School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health.

3. Students are required to wear face coverings unless doing so would inhibit the individual's health or a student's documented medical condition or disability as reflected in an IEP precludes the use of face covering.

4. Face coverings will be required for all building occupants at all times. Staff, students and visitors may provide their personal 2 ply face coverings that meet CDC requirements.

5. Face shields to be worn with face coverings will be provided for any staff members that wish to have extra protection. Face coverings are the minimum protection. Face shields are the additional protection.

6. If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual, entry to the school will be denied.

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Appendix F

Critical Area of Operation #6 - Contact Tracing

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

A. Clifton Public Schools will adhere to the Policy # 1648. Policies were developed in consultation with the Clifton Health Department and staff employed by the Board.

1. The policy includes the criteria an individual must meet in order to activate the board's contact tracing policy.
2. The policy clearly describes the district's responsibilities regarding notification of Clifton Health Department department, staff, families and the public.
3. Clifton Public Schools will assist Clifton Health Department conduct contact tracing activities, including ongoing communication with the identified individual and/or their contacts.
4. The district will ensure adequate information and training to school and district staff as necessary to enable staff to carry out responsibilities assigned to them under the policy.
5. Clifton Public Schools will adhere to all applicable federal and state requirements regarding privacy of educational records (e.g. FERPA).
6. There will be a designated staff liaison or liaisons responsible for providing notifications and carrying out other components of the board's contact tracing policy in a prompt and responsible manner.
7. Clifton Public Schools will maintain an open communication system that allows staff, students, and families to self-report symptoms and/or suspected exposure could assist school districts provide prompt notification.

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Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

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

A. General Cleaning Procedures

1. Locker use will be limited or eliminated where applicable. Where lockers are in use, they will remain closed at all times.
2. Hand sanitizer stations will be available in each classroom, office, gymnasium, auditorium, cafeteria, locker room, and at building entrances.
3. Additional dispensers will be mounted in various hallway locations.
4. Hand soap, running water, hand dryers, and/or paper towel dispensers fully stocked and operational in each bathroom.
5. Hand Sanitizer dispensers are not necessary wherever hand soap, running water, and electric hand dryers or paper towels are available since hand washing is preferred over hand sanitizer.
6. Signage will be posted on walls and floors to help remind everyone where to stand, which way to walk, and to wash and/or sanitize their hands whenever they cough, sneeze, use the bathroom, etc.
7. HVAC will be in use at all times throughout the school day, as per usual practice.
8. As always, HVAC filters will be routinely monitored and maintained/replaced per manufacturer's instructions.
9. Windows will remain open for ventilation as needed.
10. Water fountains will NOT be available at this time. Bottle filling stations will be in use where available. It is encouraged that bottled water may be brought to school from home.
11. Shared items will be reduced to the fullest extent possible and cleaned after each use.
12. As long as A/C is not running, classroom hallway and office doors may remain open to the fullest extent possible and only closed/locked in an emergency lock down situation.
13. Outdoor classroom situations may be utilized if available and security measures allow.
14. Large interior areas like gymnasiums, cafeterias, media centers, and auditoriums may be used as alternate classroom space as often as possible.

B. Schedule for Cleaning Practices

Cleaning products used may be found on a list of EPA approved disinfecting agents on their website, www.epa.gov

1. Each classroom will be outfitted with a roll of paper towels, a labeled spray bottle of cleaner, and a labeled spray bottle of

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disinfectant, which will be used by teachers and students before school day meals if served in the classroom. Cleaning and disinfecting of these items will be the responsibility of the individuals that wish to utilize them.

2. Custodial staff will be required to apply disinfecting agents in accordance with product directions. All staff will be required to wear masks and gloves when cleaning/disinfecting while ensuring all areas are well ventilated. Custodial staff will clean and disinfect each night using an anti-microbial 24-hour residual protectant including, but not limited to:

- a. Classroom desks and chair
- b. Lunchroom tables and chairs
- c. Door handles
- d. Handrails in hallways and stairwells
- e. Bathrooms
- f. Light switches (many light switches are on a motion sensor thus reducing the need to touch switch plates)
- g. Vending machines

3. Areas requiring cleaning/disinfecting which are deemed to have been occupied and/or touched by individuals identified as COVID-19 positive will be done so in accordance with NJDOE protocols:

- a. Impacted areas shall be closed for 24 hours prior to cleaning/disinfecting.
- b. Maximum ventilation during cleaning will be ensured by opening windows and doors.
- c. All areas used or frequently touched by the ill individual(s) will be cleaned and disinfected.

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Appendix H

Critical Area of Operation #8 – Meals

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

1. The Clifton Public Schools will be implementing a four day in-person or alternating A/B hybrid instructional program with varying dismissal times according to individual school level. "Breakfast after the bell" will be available for students. Any meals or snacks eaten in school will take place in the classroom, behind desk shields. "Grab and go" meals distributed at dismissal will be encouraged. The cafeteria/group dining areas will not be utilized for meals.
2. Specific snack times may be provided for students during in-person instruction. Students will remain in their classrooms with their cohorts during this time. Students will be required to wash their hands or utilize hand sanitizer before their snack time.
3. The school district will be providing "grab and go" meals for eligible students. Meals will be labeled and individually packaged by Pomptonian Food Services and delivered per individual building procedure. For Hybrid A/B programs, eligible students will be provided additional meals for remote instruction days.
4. All individuals who will be handling food service items will be washing their hands before and after wearing gloves. Individuals handling food service items will be meeting all CDC/NJDOH hand washing guidelines.
5. Students who are distance learning will have an opportunity to pick up and receive meals on designated days at specified sites.

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Appendix I

Critical Area of Operation #9 – Recess/Physical Education

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

Recess and outdoor breaks will follow health and safety and social distancing guidelines.

K-5

Physical Education will be implemented for one in-person instructional day and one remote day

In-person instruction - Physical Education teachers will report to the designated classrooms following a period schedule. Weather permitting; students will participate in outdoor activities utilizing the "Peaceful Playground" program. Appropriate PPE and social distancing guidelines shall be adhered to at all times. Disinfecting protocols will be utilized for all equipment. To mitigate risk, direct contact with equipment will be limited and/or eliminated (lessons with no equipment) and will not allow sharing of equipment. If equipment must be shared, it will be cleaned and disinfected between each use. In case of inclement weather or seasonal restrictions, in-class activities that require no equipment will be implemented. All activities will align with NJSL -CHPE - 2.1 Personal and Mental Health; 2.2 Physical Wellness and 2.3 Safety

District-wide Virtual Day - Google classrooms have been created per grade spans K-2 and 3-5. Each of these classrooms implements a weekly activity schedule that the student can complete from home. Lessons are based on the Olympics and include videos for students to follow.

Family Life - Family Life instruction will take place in classrooms following building schedules

6-12

Physical Education will be entirely virtual in order to address social distancing and hygiene concerns. Locker rooms will not be open.

Students will participate in physical activity during online day (A/B - A students in school - B students PE/Health). All daily lessons and activities are being derived from Open, which is an online Physical Education Program and will be posted to Google classrooms. Students will meet with teachers during their assigned period (1 of the 5 periods in Middle School; and 1 of the 6 periods in High School). Instructors will facilitate live Google Meets for the students that are participating from home. All activities will align with NJSL -CHPE - 2.1 Personal and Mental Health; 2.2 Physical Wellness and 2.3 Safety.

District-wide Virtual Day - Google classrooms have been created for each teacher's class for students to be engaged in the Open SEL program "Believe In You."

Health 6-8 - Google classroom instruction via live Google Meets will take place weekly with students. Health grades will be submitted for the 4th marking period. All instruction will align with NJSL -CHPE - 2.1 Personal and Mental Health; 2.2 Physical Wellness and 2.3 Safety.

Health 9-12 - Google classroom instruction via live Google Meets will take place each marking period for the designated classes. All instruction will align with NJSL -CHPE - 2.1 Personal and Mental Health; 2.2 Physical Wellness and 2.3 Safety.

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Appendix J

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

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

1. The Clifton Public School District will stay updated on all local and state regulations related to group gatherings to determine if various events.
2. Field trips will be cancelled for the 2020-2021 school year. Staff and/or HSA/PTA/PTO should NOT plan for field trips at this time.
3. Social distancing requirements and hygiene protocols will be followed during any extra-curricular activities that occur.
4. The district will pursue potential virtual group events in lieu of field trips, assemblies, and other large gatherings.
5. The district will schedule the use of the school facilities to ensure the use will not conflict with hygiene standards and will allow time for proper cleaning protocol to be followed.
6. Before-care will not be provided at this time.
7. After-care will be provided by the Boys and Girls Club and through the Minds in Motion program. The Boys and Girls Club of Clifton along with many other local 4Cs providers have limited slots for parents to register their child in after care services in grades K-8. The providers list with contact information to help families register their children for after care will be posted on the Clifton Public Schools website. The Clifton Boys and Girls Club collaborates with the Clifton Public Schools to provide services across elementary schools and in conjunction with Minds in Motions at Schools 4, 12, and 17. The after-care program will follow the Office of Licensing guidelines where students will be in pods of 10 and socially distant from each pod. Students will have their temperature taken, use hand sanitizer and hand washing, along with wearing a mask. There will be a nurse on call and isolation areas will be designated for any student with a fever or other symptoms related to Covid 19. The anticipated start date for aftercare services is 9/14/2020. After-care will take place from student dismissal time (K-5 1:15 and 6-8 12:25) and will be available until 6:00 pm.

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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

1. Student Well-Being and Social Emotional Learning

- a. The Clifton Public School District incorporates Social & Emotional Learning (SEL) within their instruction and school wide expectations.
- b. The five SEL components the district focuses on are self-awareness, self-management, relationship skills, social awareness, and responsible decision making skills. These five areas will be integrated through character education lessons provided by the Counseling Department as well as the Second-Step program for kindergarten and first grade students.
- c. The Positive Behavior Supports in School (PBSIS) program has established district-wide universal behavioral, health and safety expectations to help support the school culture and climate upon return.
- d. Counselors will create programs based on students' social and emotional needs. The district will consider the impact of social isolation on both students and staff. Students and staff who are at-risk will receive additional support in the school setting as well as resources for outside services.
- e. Physical Education, Art and Music courses will provide opportunities for student social emotional expression, and teachers will implement social emotional lessons and skill development activities.

2. Educator Well-Being and Social Emotional Learning

- a. The Clifton Public School District has prioritized professional development offerings for staff in the areas of trauma informed instruction, mindfulness and social emotional learning.
- b. Professional Development opportunities will continue to be made available to strengthen teacher connection and understanding of social emotional needs.
- c. The district calendar has been reorganized to provide for three professional learning days for staff including social emotional learning and trauma informed instruction.
- d. District communications with staff have prioritized self-care and mental health awareness. Programs and resources for staff continue to be shared.

B. Multi-Tiered Systems of Support (MTSS)

1. The Clifton Public School District utilizes Intervention and Referral Services (I&RS) to provide additional support to students in need.
2. Each school has their own I&RS committee which includes the school counselor, school nurse, administrator, referring teacher, and parent/guardian(s) of the referred student.

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3. Students in need of additional supports are first identified by a staff member. Common local assessments, standardized assessments, in class performance, and school based behaviors are addressed first in the classroom and utilized as multiple measures for requests for intervention.
4. The I&RS committee then develops interventions and modifications which are applied to the student's learning plan. The student's progress is monitored by the I&RS committee every 4-6 weeks to evaluate current interventions and help determine the student's academic and social progress.
5. Teachers will use local and standardized tests and assessments to determine if a pupil should be categorized as at risk of not meeting the proficiencies of the New Jersey Student Learning Standards.
6. Students who are at risk may be placed in small group instruction settings to address each student's needs.
7. Supplemental instruction and related interventions responsive to identified deficiencies are designed to meet the academic, social, economic, and environmental needs of pupils.
8. Evaluation of the progress towards proficiency occurs throughout the year and student placement will be addressed accordingly.
9. Parent/guardian(s) will be notified of the student's needs for supplemental instruction and parent/guardian(s) will be apprised of their child(ren)'s progress.
10. These programs will be offered during the day and may be conducted virtually.
11. Requests for Support Forms to report academic, health and safety concerns or need for interventions are available at all grade spans and an online system is available for the immediate reporting of any concerns and request for assistance both during in person and online instruction.
12. Clifton's Positive Behavior Supports in School (PBSIS) program integrates with I&RS to support district-wide behavioral, academic, health and safety expectations.
13. Universal Tier Expectations are set across school and classrooms and apply to all students. School based Universal Teams drive this primary tier.
14. Secondary Tier intervention takes place through school based teams, the I&RS process, counseling groups and small group interventions. Basic Skills teachers, Counselors and other interventionists may provide additional support.
15. Tertiary Tier interventions include counseling, social worker intervention and other individualized supports.
16. District and Building-Wide Health and Safety Expectations will be established, communicated, and reinforced through Positive Behavior Support In Schools (PBSIS). Health and Safety Expectations may include:
 1. How to properly wear Personal Protective Equipment (PPE)
 2. Procedures for:
 - a. Entering/exiting the building
 - b. Traveling through hallways/stairways

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c. Effective hygiene protocols (i.e., hand washing, cleaning individual work spaces)

d. Social distancing

C. Wraparound Supports

1. The Clifton Public School District offers a comprehensive approach to address the academic, behavioral, and social-emotional needs of all students and staff.

2. All staff members will be provided professional development on the topics of Trauma Informed Compassionate Classrooms and Ways to Integrate Social & Emotional Learning techniques.

3. Mental Health Supports and methods to access such services will be shared through the Counseling Department. A process request for support will be available.

4. Training for a culturally responsive approach to student engagement and support will be implemented.

5. Continue and develop efforts to provide Social and Emotional Learning (SEL) programming district wide.

6. All Clifton staff members, students and their families will be provided with resources for mental health supports, food/housing information and crisis hotline phone numbers.

7. The Clifton Public School District's Counseling Department along with the Positive Behavior Support in School (PBSIS) program will provide both staff and students with everyday mindfulness strategies and techniques.

D. Food Service and Distribution

1. During in-person instructions "grab and go" breakfast formatted in the "breakfast after the bell" style previously used, will be available to those students who are eligible or request to use this service. Distribution will vary by school.

2. During in-person instruction "grab and go" meals will be available for eligible students to take home at the conclusion of each day. Distribution will vary by school.

3. For students who are learning virtually, or if schools do not reopen, the Clifton Public School District will continue to provide "grab-and-go" meal service at designated locations during specified times. Specific locations and times will be advertised via Blackboard, on the district website and through social media.

E. Quality Child Care

1. The Boys and Girls Club of Clifton along with many other local 4Cs providers have limited slots for parents to register their child in after care services in grades K-8. The providers list with contact information to help families register their children for after care is forthcoming and will be posted on the Clifton Public Schools website.

2. Aftercare programs through the Boys and Girls Club will be available across the district from students in grades K to 8.

3. School 4, 12 and 17 will continue to provide the Minds in Motion wrap around program for students in grades 3 to 5.

RESTART & RECOVERY PLAN

4. All aftercare programs will follow the Office of Licensing guidelines where students will be in pods of 10 and socially distant from each pod. Students will have their temperature taken, use hand sanitizer and hand washing along with wearing a mask. There will be a nurse on call and isolation areas will be designated for any student with a fever or other symptoms related to Covid 19.
5. The anticipated start date for aftercare services is 9/14/2020.
6. Aftercare will take place from student dismissal time (K-5 1:15 and 6-8 12:25) and can be available until 6:00 pm.

RESTART & RECOVERY PLAN

Appendix L

Restart Committee

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

❖ **Pandemic Response Team**

- Dr. Danny Robertozzi, Superintendent of Schools
- Michael Ucci, Business Administrator/Board Secretary
- Janina Kusielewicz, Assistant Superintendent of Curriculum and Instruction
- Mark Tietjen, Assistant Superintendent of Schools
- Mark Gengaro, District Administrator of Climate and Security/ District Reopening Committee Facilitator
- M. Vickie Beck, Supervisor of Nurses/504 Coordinator

❖ **Phase 1 Committee Members**

- Fahim Abedrabbo, Commissioner, Clifton Board of Education
- Michael Ciolino, Teacher, School #12
- Linda Chavez, Supervisor of Special Services, Elementary
- Samantha DeRose, Communication Technology Specialist
- Michael Doktor, Principal, Clifton High School
- Megan Fitzpatrick, Teacher, School #9
- Robert Foster, Executive Director, Boys and Girls Club of Clifton
- Gary Frankel, Supervisor of Science, K-12
- Vanessa Gaba, Vice Principal, Christopher Columbus Middle School
- Rehana Gafur, Home and School Association President, School #1
- Andrew Jaeger, Vice-Principal, Christopher Columbus Middle School
- Frank Kasper, Commissioner, Clifton Board of Education
- Rosmunda Kenning, Principal, School #12
- Kathy Korczynski, President, Clifton Association of Educational Secretaries/Secretary, School #3
- Dr. Valerie Kropinack, Supervisor of Language Arts, K-8
- Lori Lalama, President, Clifton Teachers Association/Teacher Christopher Columbus Middle School
- Laura Louer, Home and School Association President, Clifton High School
- Jennifer Lucas, Principal, School #2
- Miriam Manickram, Home and School Association President, Woodrow Wilson Middle School
- Albert Marchione, Director of Building and Grounds
- Joseph Mankin, Vice-Principal, Woodrow Wilson Middle School
- Eric Mountain, Coordinating Supervisor of Technology
- Elizabeth Nick, Supervising Coordinator of Pupil Transportation
- Jennifer Pagano, Home and School Association Co-President, School #2
- Donna Popowich, Parent Representative, Clifton High School
- Alex Rosenberg, Pomptonian
- Heather Rotolo, Coordinating Supervisor of Special Services
- Nicole Turi, Supervisor of Physical Education, K-12
- Erin Zmuda, Supervisor of Mathematics, K-8

RESTART & RECOVERY PLAN

Reopening Planning Committee - Phase 2

❖ Phase 2 Committee Members

- Sharon Amelio, Supervisor of Information Technology
- Steven Anderson, Principal, School #5
- Dr. Lindsay Aslan, Supervisor of Special Services Preschool/Autism Programs
- Alicja Banning, Supervisor of Bilingual, ESL, World Language K-12
- Judith Bassford, Vice-President, Clifton Board of Education
- David Baron, President, Clifton Custodial/Maintenance Association/Head Custodian, Christopher Columbus Middle School
- Dr. Luginda Batten-Walker, Principal, School #15
- Jennifer Bergman, Supervisor of Counseling and Student Services 9-12
- Christine Bertollo, Vice-Principal, Woodrow Wilson Middle School
- Mark Bigica, Teacher/ PBSIS Universal Intervention Team Coach, Woodrow Wilson Middle School
- Mary Campell, Supervisor of Mathematics 9-12
- Dr. Rachel Capizzi, Principal, School #13
- Karen Chupick, Vice-President, Clifton Association of Educational Secretaries/Secretary, Christopher Columbus Middle School
- Meaghan Conti, Vice-Principal, Clifton High School
- Vincent Constantino, Assistant to the Director of Security/ Head Domicile Investigator
- Joseph DeLuca, Teacher, Clifton High School
- Kimberly DeStefano, Middle School Language Arts Coach
- Dr. Ronnie Estrick, Principal, School #11
- Marta Fortunato, Supervisor of Assessment, Measurement and Mentoring/ Affirmative Action Officer
- Kathryn Gordon, Teacher/ / PBSIS Universal Intervention Team Coach, Clifton High School
- Michael Grimaldi, Vice-President, Clifton Custodial/Maintenance Association/ Head Custodian, School #8
- Jason Habedank, Principal, School #14
- Ahmad Hamdeh, Vice-Principal, Clifton High School
- Ruth Hatcher, Parent Representative, School #3
- Bracken Healy, Principal, School #9
- Janine Hogel, Teacher, School #1
- Erin Jaeger, Middle School Mathematics Coach
- Joanna Juarbe, Principal, School #16
- Thomas Kuehn, Supervisor of Social Studies K-12
- Jeffrey Labriola, Teacher/ PBSIS Universal Intervention Team Coach, Christopher Columbus Middle School
- Jason Leshowitz, Supervisor of Fine and Performing Arts
- John Lesler, Teacher, Clifton High School
- Raquel Lima, Master Teacher, Clifton Early Learner Academy (CELA)
- Mirta Lopez, Counselor, Clifton High School
- Eddie Maldonado Jr., Supervisor of Custodial and Maintenance
- Rafael Matos, Assistant Principal, School #17
- Donna Minervini, Teacher, Christopher Columbus Middle School
- Tracy Morigi, Administrative Intern
- Thomas Mullahey, Athletic Director
- Wendy Munoz, Principal, School #8
- Kelly O'Brien, Supervisor of Special Services 9-12
- Geovanny Olaya, Community Representative
- Anthony Orlando, Interim Principal, Woodrow Wilson Middle School
- Dr. Francine R. Parker, Principal, Christopher Columbus Middle School
- Marissa Papamarkos, Principal, Clifton Early Learner Academy (CELA)
- Linette Park, Principal, School #3
- Taras Petryshyn, Assistant Principal, School #14

RESTART & RECOVERY PLAN

- Jodi Pino, School Nurse, Clifton Early Learners Academy
- Nicole Pirchala, Elementary Literacy Coach
- Paula Raigoza, PBSIS Project Coordinator and Professional Developer
- Jennifer Rey, Assistant Principal, School #12-Annex
- Victoria Rogers, Vice-Principal, Clifton High School
- Maria Romeo, Principal, School #1
- Luis Ros, Esq. Director of Human Resources
- Francisca Rosa, Supervisor of Special Services Middle School/Non-Public
- Joelle Rosetti, Principal, School #4
- Susan E. Schnepf, Vice-Principal, Clifton High School
- Wendy Scrudato, School Nurse, School #12
- Jim Smith, Commissioner, Clifton Board of Education
- Eric Thomasevic, Assistant Business Administrator/Assistant Board Secretary
- Dr. Marilyn Torley, Principal, Clifton Early Learner Academy (CELA)
- Jessica Tremble, Supervisor of Counseling and Special Services K-8
- Hillary Vengel, Elementary Mathematics Coach
- Timothy Wacha, Vice-Principal, Clifton High School
- David White, Supervisor of Language Arts 9-12
- Nicole Pirchala, Elementary Literacy Coach
- Laura Zagorski, Principal, School #17
- Katie Zinzmeister, Technology Facilitator/Trainer K-12

❖ **Phase 3 Committee**

- Melina Aguilar, Teacher, Woodrow Wilson Middle School
- Jennifer Algieri, Booster Club/ Boys Soccer
- Steven Alvarado, Teacher, Clifton High School
- Marissa Amelio, Teacher, School #9
- Laura Andrelevich, Teacher, School #12
- Micahel Angelo, Teacher, Christopher Columbus Middle School
- Salvatore Anzaldi, Teacher, Woodrow Wilson Middle School
- Carla Araujo, School Nurse, Christopher Columbus Middle School
- Claudia Arcuri, Teacher, School #5
- Dave Arts, Teacher, Clifton High School
- Kimberly Ayes, Teacher/ PBSIS Universal Intervention Team Coach, School #2
- Dr. Michael Basista, District Physician
- Caitlyn Barrows, Teacher, Clifton High School
- Stacey Beechum, Teacher, Clifton High School
- Denise Bembe, Media Specialist, Elementary
- Nitza Bernales, Teacher, Christopher Columbus Middle School
- John Biegel III, Heath Officer, City of Clifton
- Patricia Briolotti, Teacher, Christopher Columbus Middle School
- Regina Borriello, Teacher, Clifton High School
- Nicole Buttel, Athletic Trainer, Clifton High School
- Michael Cadmus, Teacher, Clifton High School/Head Basketball Coach
- Maris Campanella, Teacher, Woodrow Wilson Middle School
- Marissa Cannataro, Teacher, School #5
- Ian Caploon, Teacher, Clifton High School
- Francis Carlo, Teacher, School #17

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- Greg Carol, Teacher, Woodrow Wilson Middle School
- Dawn Carofine, Teacher, Clifton High School
- Kasey Carr, Teacher, Woodrow Wilson Middle School
- Dr. Phillip Casale, Vice-President, Clifton Teachers Association/Teacher, Clifton High School
- Jennifer Caswell, Teacher, School #9
- Craig Chananie, Fleet Commander/Head Mechanic
- Kristin Cheechi, Speech Language Therapist, School #14
- Loto Chung, Teacher, Elementary
- Maryellen Celluro, Teacher, School #9
- Krystal Cevallos, Teacher, Christopher Columbus Middle School
- Ralph Cinque, Teacher/Head Football Coach, Clifton High School
- Christine Colligan, Teacher, School #14
- Laura Conboy, Health, Elementary
- Jennifer Coppock-Huegel, Media Specialist, Christopher Columbus Middle School
- Jane Crane, Teacher, Christopher Columbus Middle School
- Carolyn Cross, Teacher, School #3
- Amy Cuccinelli, Teacher, School #2
- Amy Cutola, Teacher, School #1
- Gregory Cvetovich, Teacher, Clifton High School
- Leah DeBari, Teacher, School #12
- Karen DeFina, Teacher, Woodrow Wilson Middle School
- Andrea Dennison, Teacher, Clifton High School
- Janet DeStefano, School Nurse, Clifton High School
- Monique Dituri, Teacher, Clifton High School
- Ian Dubac, Booster Cub, Cross Country
- Doreen Duffy, Teacher, Christopher Columbus Middle School
- Rebecca Espinal, Teacher, Clifton High School
- Rafat Ewais, Teacher, Clifton High School
- Lindsay Fairless, Teacher, School #2
- Deanna Farkas, Student Assistance Counselor, Woodrow Wilson Middle School
- Jessica Farrell, Teacher, Clifton High School
- Connie Fasouletos, Teacher, Clifton Early Learner Academy
- Angela Fatsis, Teacher, Woodrow Wilson Middle School
- Jonathon Feig, Teacher, School #17
- Amy Ferranti, Speech Language Specialist/ PBSIS Universal Intervention Team Coach, School #17
- Vito Fiore, Teacher, Clifton High School
- Lisa Fisbeck, Booster Club, Girls Soccer
- Laurie Friedberg, Teacher, Clifton High School
- Lieutenant William Frank, Clifton Police Department
- Marie Frost-McLaughlin, Teacher, Clifton High School
- Kimberly Fucetola, Teacher, Woodrow Wilson Middle School
- Brittany Gaccione, Teacher/Head Gymnastics Coach, Clifton High School
- Ron Garafolo, Teacher, Elementary
- Alicia Garbayo, Teacher, Elementary
- Mary Geary, Teacher, Clifton High School
- Kristan Genchi-Kehoe, Teacher, School #9
- Anthony Giodano, Teacher, Christopher Columbus Middle School/Offensive Coordinator/ Football Coach
- Amy Glenn, Assistant Gymnastics Coach
- Kathryn Gordon, Teacher, Clifton High School
- Welsida Grambone, Teacher, Clifton High School
- Megan Graziano, Teacher, Clifton High School

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- Kimberly Green, Teacher, School #12
- Shawna Grossman, Student Assistance Counselor, Clifton High School
- Catia Guerra, Teacher, School #13
- Cara Gwinnett, Teacher, Christopher Columbus Middle School
- Alma Haxhiu, Teacher, School #12
- Danielle Heese, Teacher, Christopher Columbus Middle School
- Layal Helwani, Health Educator, City of Clifton
- Fredrick Hemsey, Teacher, Clifton High School
- Maria Hirschbein, Teacher, School #14
- Paul Hlat, Teacher, Clifton High School
- Renee Holland, Teacher, Clifton High School
- Maura Houston, Teacher, School #8
- Jenna Howansky, Teacher, School #3
- Thomas Hudak, Teacher, Woodrow Wilson Middle School
- Leslie Huhn, School Nurse, Clifton High School
- Stephen Hunter, Teacher, School #5
- Karen Huysers, Secretary, School #9
- Dave Iannacone, Teacher, Elementary
- Scott Idec, Teacher, School #3
- Diane Jakimic, Teacher, School #2
- Kim Janeck, Teacher, Clifton High School
- Christopher Keegan, Teacher, Clifton High School
- Korrine Kensicki, Teacher, Christopher Columbus Middle School
- Jennifer Kershaw, Teacher, Christopher Columbus Middle School
- Nicole Kesack, Teacher, Woodrow Wilson Middle School
- Jennifer Kidd, Health Projects Coordinator, City of Clifton
- Fotini Kotrotsios, Teacher, Clifton High School
- Michelle Kraye, Teacher, Elementary
- Bogdan Krsyna, Head Custodian, Clifton High School
- Konrad Kruczek, Teacher/Head Soccer Coach, Clifton High School
- Jessica Kuch, Media Specialist, Woodrow Wilson Middle School
- Stephanie Langner, Teacher, Christopher Columbus Middle School
- Anthony Lanzerotti, Teacher, Woodrow Wilson Middle School
- Jennifer Lanzerotti, Teacher, Woodrow Wilson Middle School
- Sean Lee, Teacher, Clifton High School
- Leslie Leonard, Nursing Supervisor, City of Clifton
- Mike Lesler, Booster Club, Girls Volleyball
- Louis Lotito, Teacher, Clifton High School
- Barbara Luzniak, Public Health Nurse, City of Clifton
- Robyn Luzzi, Behaviorist
- Barbara Maak, Teacher, Clifton High School
- Charlotte Marzocca, Teacher, School #9
- Justin Mathai, Teacher, Christopher Columbus Middle School
- Kristen Mazur, Teacher, School #17
- Charles McCarrick, Booster Club, Marching Band
- Kelly McCarthy, Teacher, School #16
- Lori McCoy, Teacher, Clifton High School
- Melissa McEnerney, Teacher, School #13
- Tara McGarrity, LDTC, Woodrow Wilson Middle School
- Matthew Meade, Teacher, Christopher Columbus Middle School
- Cassandra Meola, Teacher, School #1

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- Sharon Mikolajczyk, Teacher, Christopher Columbus Middle School
- Jason Miller, Home and School Association Vice-President, Christopher Columbus Middle School
- Andrea Miller-Hamilton, Communications, Clifton High School
- Tiffany Moallem, Teacher, Woodrow Wilson Middle School
- Kimberly Mouzon, Teacher, Christopher Columbus Middle School
- Dana Murdoch, Teacher, School #9
- Jarret Newman, Teacher, Clifton High School
- Kimberly Nicol, Teacher, Christopher Columbus Middle School
- Elizabeth Nolan, Home and School Association President, School #12
- Kevin Nusspickle, Head Custodian, Administrative Building
- Maureen O'Callaghan, LDTC Christopher Columbus Middle School
- John O'Reilly, Teacher, Clifton High School
- Debbie Oliver, Director, Clifton Recreation Department
- David Oncilla, Teacher, Clifton High School
- Michael Onder, Deputy OEM Coordinator
- Brian Onyschuk, Teacher, Christopher Columbus Middle School
- Priscilla Ospina Sanchez, Parent Representative
- Frank Pajuelo, Assistant Boys Soccer Coach
- Karen Paris, Teacher, Christopher Columbus Middle School
- Gary Passenti, Commissioner, Clifton Board of Education
- Dawn Paton, Teacher, School #16
- Brittany Paul, Teacher, Christopher Columbus Middle School
- Shaina Peattie, Teacher, Clifton High School
- Danella Pellegrini, Teacher, Clifton High School
- Kate Pengitore, Teacher/PBSIS Universal Intervention Team, School #5
- Elaine Pick, Master Teacher/Pre-K
- Cory Pinto, Teacher, Clifton High School
- Ilene Platkin, Teacher, School #14
- Melissa Preziosi, Teacher, Woodrow Wilson Middle School
- Jamie Principe, Parent Teacher Association President, School #13
- Elizabeth Pryzwara, Teacher Christopher Columbus Middle School
- Lisa Poggi, Teacher, Clifton High School
- Shanna Polan, Media Specialist, Elementary
- Gina Pollaro, Teacher, School #12/Head Cheerleading Coach
- Lorin Pontelandolfo, Teacher, Woodrow Wilson Middle School
- John Pontes, Head Cross Country Coach
- Lisa Post, Teacher, School #14
- Kathryn Pugliese, Director Minds in Motion
- Sherri Lynn Puerta, Teacher, Christopher Columbus Middle School
- Dana Quazza, Teacher, Woodrow Wilson Middle School
- Dana Rankin, Teacher, Christopher Columbus Middle School
- Urszula Rebisz, Teacher, Christopher Columbus Middle School
- Elizabeth Reider, Teacher, School #14
- Eva Reillo, School Nurse, Clifton High School
- Craig Reinholt, Associate Director, Boys and Girls Club of Clifton
- Christine Reiser, Counselor/PBSIS Universal Intervention Team, School #9
- Richard Rando, Teacher, Clifton High School
- Andrew Rosado, Teacher, School #14
- Silvia Rosamilia, LDTC, School #17
- Kathy Rossi, Teacher, Clifton High School
- Nicole Rossi, Teacher, School #13

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- Joe Rivera, Teacher/Head Baseball Coach, Clifton High School
- Joanna Robertazzi, Teacher, Woodrow Wilson Middle School
- Amy Roberto, Teacher, Christopher Columbus Middle School
- Michael Rocco, Teacher, Christopher Columbus Middle School
- Eva Rogozinski, Teacher, Clifton High School
- Michael Rogers, Teacher, Clifton High School
- Christine Roman, Teacher, School #2
- LeeAnn Rosado, Teacher, School #3
- Georgiana Ross, Teacher, Christopher Columbus Middle School/ Home and School Association, School #8
- Michael Ross, Home and School Association, School #8
- Jory Samkoff, ESL Resource and Testing
- Genesis Sanchez, Teacher, Christopher Columbus Middle School
- Mark Saoud, Teacher, Christopher Columbus Middle School
- Carolina Sarmiento, Teacher, Clifton High School
- Stephen Sarsano, Teacher, Clifton High School
- Deborah Sauter, Teacher, Clifton High School
- Nicole Salwierz, Teacher, Christopher Columbus Middle School
- Susan Schemly, School Psychologist, Clifton High School
- Carolyn Schwarz, Teacher, School #17
- Sharon Schwarz, Teacher, Christopher Columbus Middle School
- Kristen Seyka, Teacher, School #1
- Virginia Sheehan, Teacher, School #11
- Holly Sieradzki, Teacher, School #17
- Tara Sieradzki, Vice-President, Clifton Teachers Association/Teacher, School #2
- Beth Slanina, Teacher, Clifton High School
- Beth Smith, Teacher, School #8
- Shannon Skuya, Teacher, Clifton High School
- Lewis Stallman, Teacher, School #9
- Bryan Stepneski, Teacher/Band Director, Clifton High School
- Nicole Stepneski, School Nurse, School #4
- Matthew Stuart, Teacher, Clifton High School
- Lesley Sverdlove, Teacher, Christopher Columbus Middle School
- Justin Swisher, Teacher, Christopher Columbus Middle School
- Nicole Sysyn, Teacher, Christopher Columbus Middle School
- Sarah Taylor, Teacher, Clifton High School
- Lily Terhune, Teacher, School #13
- Courtney Terry, Student Assistance Counselor, Clifton High School
- Jennifer Terwilliger, REHS, City of Clifton
- Donna Testa, Teacher, Clifton High School
- Angelina Tirado, Lieutenant/OEM Coordinator
- Lori Tunis, Teacher, School #15
- Jacqueline Turk, Teacher, Clifton High School
- Laura VanDyk, Teacher, School #17
- Christy Van Saders, Teacher, Clifton High School
- Uma Vakil, Student Assistance Counselor, Christopher Columbus Middle School
- Rob Vellis, Booster Club, Football
- Joseph Voto, Teacher, Clifton High School
- Jennifer Welcome, Christopher Columbus Middle School
- Kristy Wilson, Teacher, Woodrow Wilson Middle School
- Alexandra Wisnowski, Teacher, School #5
- Magdalena Wojtylo, Teacher/ PBSIS Universal Intervention Team Coach, School #13

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- Dana Yodice, Teacher, School #14
- Jennifer Zach- Kokora, Teacher, School #17
- Krystyna Zak, Teacher, Clifton High School
- Ali Zeidan, Teacher, School #11
- Gina Zhitnick, Booster Club, Cheerleading
- Victoria Zizzo, Teacher, Woodrow Wilson Middle School
- Vinny Vitiello, Teacher, Clifton High School

❖ **Phase 4 Committee Student Invitees/Attendees**

- Maria Al Hafi, 4th Grade Student, School #1
- Ariana Alfaro, 5th Grade Student, School #12
- Rashed Alroud, 5th Grade Student, School #5
- Laila Beristain, 5th Grade Student, School #17
- Santiago Beristain Delgado, 5th Grade Student, School #4
- Haylen Bennett, 5th Grade Student, School #2
- Kisa Camacho-Aponte, 8th Grade Student, Christopher Columbus Middle School
- Arianna Caride, 8th Grade Student, Christopher Columbus Middle School
- Oriana Carvajal, 5th Grade Student, School #13
- Bryant Carvajal-Vargas, 5th Grade Student, School #8
- Melanie Garth, 5th Grade Student, School #14
- Julia Gonzalez, 8th Grade Student, Christopher Columbus Middle School
- Naelani Gooding, 5th Grade Student, School #5
- Ryan Hamilton, 5th Grade Student, School #9
- Abrar Hammadi, 5th Grade Student, School #4
- Ashley Hernandez, Senior, Clifton High School
- Jenmaria Javier De La Cruz, 5th Grade Student, School #12
- Daliza Jiminez, 8th Grade Student, Woodrow Wilson Middle School
- Layla Judeh, 5th Grade Student, School #14
- Jean Lantigua, 5th Grade Student, School #15
- Alicia Lara, 5th Grade Student, School #8
- Barry Mahmoud, Senior, Clifton High School
- Dionysia Mastroperou, 8th Grade Student, Woodrow Wilson Middle School
- Sophia Mora, 5th Grade Student, School #3
- Ryan Murdoch, 5th Grade Student, School #16
- Victoria Olive, Junior, Clifton High School
- Erik Partika, 5th Grade Student, School #1
- Tamjida Parvin, 5th Grade Student, School #15
- Chloe Popowich, Senior, Clifton High School
- Brandon Ryan Paunil, 5th Grade Student, School #11
- Abigail Rascher, 5th Grade Student, School #2
- Damani Redmond, Senior, Clifton High School
- Thomas Rhodes, 4th Grade Student, School #13
- Benjamin Samuel, 5th Grade Student, School #16
- Avi Shah, 7th Grade Student, Woodrow Wilson Middle School
- Daniel Silva, 8th Grade Student, Christopher Columbus Middle School
- Abigail Silvera, 5th Grade Student, School #16
- Mikael Simon, 8th Grade Student, Woodrow Wilson Middle School
- Chloe Suscreba, 5th Grade Student, School #3

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- Nicolas Vasquez, 5th Grade Student, School #17
- Trinity West, 7th Grade Student, Woodrow Wilson Middle School
- Lana Yasiji, 8th Grade Student, Christopher Columbus Middle School

Athletics Subcommittee - Pillar 1

- ❖ Subcommittee Chair
- Tom Mullahey, Athletic Director
- ❖ Subcommittee Members
- Jennifer Algieri, Booster Club/ Boys Soccer
- Nicole Buttel, Athletic Trainer, Clifton High School
- Ralph Cinque, Teacher/Head Football Coach, Clifton High School
- Michael Doktor, Principal, Clifton High School
- Ian Dubac, Booster Club, Cross Country
- Lisa Fisbeck, Booster Club, Girls Soccer
- Brittany Gaccione, Teacher/Head Gymnastics Coach, Clifton High School
- Amy Glenn, Assistant Gymnastics Coach
- Mike Lesler, Booster Club, Girls Volleyball
- Charles McCarrick, Booster Club, Marching Band
- Frank Pajuelo, Assistant Boys Soccer Coach
- Gary Passenti, Commissioner, Clifton Board of Education
- Gina Pollaro, Teacher, School #12/Head Cheerleading Coach
- John Pontes, Head Cross Country Coach
- Joe Rivera, Teacher/Head Baseball Coach, Clifton High School
- Bryan Stepneski, Teacher/Band Director, Clifton High School
- Rob Vellis, Booster Club, Football
- Gina Zhitnick, Booster Club, Cheerleading

- ❖ Health, Safety, Cleanliness, Building Level Planning - Pillar 1 Chairs
- M. Vickie Beck, Supervisor of Nurses/504 Coordinator
- Mark Gengaro, District Administrator of Climate and Security/ District Reopening Committee Facilitator

Building Level Planning Subcommittee - Pillar 1

- ❖ Subcommittee Chairs
- Dr. Rachel Capizzi, Principal, School #13
- Michael Doktor, Principal, Clifton High School
- Vanessa Gaba, Vice Principal, Christopher Columbus Middle School
- Jennifer Lucas, Principal, School #2
- Joseph Mankin, Vice-Principal, Woodrow Wilson Middle School

- ❖ Subcommittee Members
- David Baron, President, Clifton Custodial/Maintenance Association/Head Custodian, Christopher Columbus Middle School
- Linda Chavez, Supervisor of Special Services, Elementary
- Karen Chupick, Vice-President, Clifton Association of Educational Secretaries/Secretary, Christopher Columbus Middle School
- Janet DeStefano, School Nurse, Clifton High School
- Jessica Farrell, Teacher, Clifton High School
- Rehana Gafur, Home and School Association President, School #1
- Ahmad Hamdeh, Vice-Principal, Clifton High School
- Bracken Healy, Principal, School #9

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- Frank Kasper, Commissioner, Clifton Board of Education
- Bogdan Krsyna, Head Custodian, Clifton High School
- Konrad Kruczek, Teacher/Varsity Soccer Coach, Clifton High School
- Thomas Kuehn, Supervisor of Social Studies K-12
- Lori Lalama, President, Clifton Teachers Association/Teacher Christopher Columbus Middle School
- Miriam Manickram, Home and School Association President, Woodrow Wilson Middle School
- Eric Mountain, Coordinating Supervisor of Technology
- Elizabeth Nick, Supervising Coordinator of Pupil Transportation
- Marissa Papamarkos, Principal, Clifton Early Learner Academy (CELA)
- Donna Popowich, Parent Representative, Clifton High School
- Alex Rosenberg, Pomptonian
- Tara Sieradzki, Vice-President, Clifton Teachers Association/Teacher, School #2
- Nicole Turi, Supervisor of Physical Education, K-12
- Laura Zagorski, Principal, School #17

- ❖ Health, Safety, Cleanliness, Building Level Planning - Pillar 1 Chairs
- M. Vickie Beck, Supervisor of Nurses/504 Coordinator
- Mark Gengaro, District Administrator of Climate and Security/ District Reopening Committee Facilitator

Code of Conduct Subcommittee - Pillar 1

- ❖ Subcommittee Chair
- Meaghan Conti, Vice-Principal, Clifton High School

- ❖ Subcommittee Members
- Kimberly Ayes, Teacher/ PBSIS Universal Intervention Team Coach, School #2
- Dr. Luginda Batten-Walker, Principal, School #15
- Karen Chupick, Vice-President, Clifton Association of Educational Secretaries/Secretary, Christopher Columbus Middle School
- Joseph DeLuca, Teacher, Clifton High School
- Shawna Grossman, Student Assistance Counselor, Clifton High School
- Bracken Healy, Principal, School #9
- Leslie Huhn, School Nurse, Clifton High School
- Andrew Jaeger, Vice-Principal, Christopher Columbus Middle School
- Joseph Mankin, Vice-Principal, Woodrow Wilson Middle School
- Elizabeth Nick, Supervising Coordinator of Pupil Transportation
- Kelly O'Brien, Supervisor of Special Services 9-12
- Donna Popowich, Parent Representative, Clifton High School
- Jim Smith, Commissioner, Clifton Board of Education
- Justin Swisher, Teacher, Christopher Columbus Middle School
- Nicole Turi, Supervisor of Physical Education, K-12
- Magdalena Wojtylo, Teacher/ PBSIS Universal Intervention Team Coach, School #13
- Laura Zagorski, Principal, School #17

- ❖ Health, Safety, Cleanliness, Building Level Planning - Pillar 1 Chairs
- M. Vickie Beck, Supervisor of Nurses/504 Coordinator
- Mark Gengaro, District Administrator of Climate and Security/ District Reopening Committee Facilitator

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Facilities/Transportation Subcommittee - Pillar 1

- ❖ Subcommittee Chairs
- Albert Marchione, Director of Building and Grounds
- Elizabeth Nick, Supervising Coordinator of Pupil Transportation

- ❖ Subcommittee Members
- David Baron, President, Clifton Custodial/Maintenance Association/Head Custodian, Christopher Columbus Middle School
- Craig Chananie, Fleet Commander/Head Mechanic
- Karen Chupick, Vice-President, Clifton Association of Educational Secretaries/Secretary, Christopher Columbus Middle School
- Michael Grimaldi, Vice-President, Clifton Custodial/Maintenance Association/ Head Custodian, School #8
- Ruth Hatcher, Parent Representative, School #3
- Andrew Jaeger, Vice-Principal, Christopher Columbus Middle School
- Bogdan Krsyna, Head Custodian, Clifton High School
- Lori Lalama, President, Clifton Teachers Association/Teacher Christopher Columbus Middle School
- Laura Louer, Home and School Association President, Clifton High School President
- Jennifer Lucas, Principal, School #2
- Eddie Maldonado Jr., Supervisor of Custodial and Maintenance
- Miriam Manickram, Home and School Association President, Woodrow Wilson Middle School
- Joseph Mankin, Vice-Principal, Woodrow Wilson Middle School
- Kevin Nusspickle, Head Custodian, Administrative Building
- Anthony Orlando, Interim Principal, Woodrow Wilson Middle School
- Heather Rotolo, Coordinating Supervisor of Special Services
- Jim Smith, Commissioner, Clifton Board of Education

- ❖ Health, Safety, Cleanliness, Building Level Planning - Pillar 1 Chairs
- M. Vickie Beck, Supervisor of Nurses/504 Coordinator
- Mark Gengaro, District Administrator of Climate and Security/ District Reopening Committee Facilitator

Family/Community Subcommittee - Pillar 1

- ❖ Subcommittee Chairs
- Miriam Manickram, Home and School Association President, Woodrow Wilson Middle School
- Donna Popowich, Parent Representative, Clifton High School

- ❖ Subcommittee Members
- Mark Bigica, Teacher/ PBSIS Universal Intervention Team Coach, Woodrow Wilson Middle School
- Dr. Rachel Capizzi, Principal, School #13
- Michael Ciolino, Teacher, School #12
- Joseph DeLuca, Teacher, Clifton High School
- Samantha DeRose, Communication Technology Specialist
- Dr. Ronnie Estrick, Principal, School #11
- Robert Foster, Executive Director, Boys and Girls Club of Clifton
- Rehana Gafur, Home and School Association President, School #1
- Ruth Hatcher, Parent Representative, School #3
- Andrew Jaeger, Vice-Principal, Christopher Columbus Middle School
- Frank Kasper, Commissioner, Clifton Board of Education
- Jeffrey Labriola, Teacher/ PBSIS Universal Intervention Team Coach, Christopher Columbus Middle School
- Lori Lalama, President, Clifton Teachers Association/Teacher Christopher Columbus Middle School
- Laura Louer, Home and School Association President, Clifton High School President

RESTART & RECOVERY PLAN

- Joseph Mankin, Vice-Principal, Woodrow Wilson Middle School
 - Donna Minervini, Teacher, Christopher Columbus Middle School
 - Tracy Morigi, Administrative Intern
 - Eric Mountain, Coordinating Supervisor of Technology
 - Wendy Munoz, Principal, School #8
 - Geovanny Olaya, Community Representative
 - Jennifer Pagano, Home and School Association Co-President, School #2
 - Marissa Papamarkos, Principal, Clifton Early Learner Academy (CELA)
 - Paula Raigoza, PBSIS Project Coordinator and Professional Developer
 - Jessica Tremble, Supervisor of Counseling and Special Services K-8
-
- ❖ Health, Safety, Cleanliness, Building Level Planning - Pillar 1 Chairs
 - M. Vickie Beck, Supervisor of Nurses/504 Coordinator
 - Mark Gengaro, District Administrator of Climate and Security/ District Reopening Committee Facilitator

Health and Safety Subcommittee - Pillar 1

- ❖ Subcommittee Chairs
 - Jodi Pino, Nurse, Clifton Early Learners Academy
 - Wendy Scudato, Nurse, School #12
-
- ❖ Subcommittee Members
 - Dr. Luginda Batten-Walker, Principal, School #15
 - Karen Chupick, Vice-President, Clifton Association of Educational Secretaries/Secretary, Christopher Columbus Middle School
 - Megan Fitzpatrick, Teacher, School #9
 - Robert Foster, Executive Director, Boys and Girls Club of Clifton
 - Vanessa Gaba, Vice Principal, Christopher Columbus Middle School
 - Kathryn Gordon, Teacher/ / PBSIS Universal Intervention Team Coach, Clifton High School
 - Ruth Hatcher, Parent Representative, School #3
 - Karen Huysers, Secretary, School #9
 - Frank Kasper, Commissioner, Clifton Board of Education
 - Rosmunda Kenning, Principal, School #12
 - Jeffrey Labriola, Teacher/ PBSIS Universal Intervention Team Coach, Christopher Columbus Middle School
 - Albert Marchione, Director of Building and Grounds
 - Miriam Manickram, Home and School Association President, Woodrow Wilson Middle School
 - Donna Minervini, Teacher, Christopher Columbus Middle School
 - Eric Mountain, Coordinating Supervisor of Technology
 - Elizabeth Nick, Supervising Coordinator of Pupil Transportation
 - Geovanny Olaya, Community Representative
 - Priscilla Ospina Sanchez, Parent Representative
 - Jennifer Pagano, Home and School Association Co-President, School #2
 - Marissa Papamarkos, Principal, Clifton Early Learner Academy (CELA)
 - Elaine Pick, Master Teacher/Pre-K
 - Alex Rosenberg, Pomptonian
 - Heather Rotolo, Coordinating Supervisor of Special Services
 - Jessica Tremble, Supervisor of Counseling and Special Services K-8

RESTART & RECOVERY PLAN

- ❖ Health, Safety, Cleanliness, Building Level Planning - Pillar 1 Chairs
- M. Vickie Beck, Supervisor of Nurses/504 Coordinator
- Mark Gengaro, District Administrator of Climate and Security/ District Reopening Committee Facilitator

Security Subcommittee - Pillar 1

- ❖ Subcommittee Chair
- Andrew Jaeger, Vice-Principal, Christopher Columbus Middle School
- ❖ Subcommittee Members
- Carla Araujo, Nurse, Christopher Columbus Middle School
- David Baron, President, Clifton Custodial/Maintenance Association/Head Custodian, Christopher Columbus Middle School
- Dr. Rachel Capizzi, Principal, School #13
- Karen Chupick, Vice-President, Clifton Association of Educational Secretaries/Secretary, Christopher Columbus Middle School
- Michael Ciolino, Teacher, School #12
- Vincent Constantino, Assistant to the Director of Security/ Head Domicile Investigator
- Janet DeStefano, School Nurse, Clifton High School
- Megan Fitzpatrick, Teacher, School #9
- John Lesler, Teacher, Clifton High School
- Joseph Mankin, Vice-Principal, Woodrow Wilson Middle School
- Jason Miller, Home and School Association Vice-President, Christopher Columbus Middle School
- Kimberly Nicol, Teacher, Christopher Columbus Middle School
- Craig Reinholt, Associate Director, Boys and Girls Club of Clifton
- Francisca Rosa, Supervisor of Special Services Middle School/Non-Public
- Georgiana Ross, Teacher, Christopher Columbus Middle School/ Home and School Association, School #8
- Jim Smith, Commissioner, Clifton Board of Education
- Justin Swisher, Teacher, Christopher Columbus Middle School
- Nicole Turi, Supervisor of Physical Education, K-12
- ❖ Health, Safety, Cleanliness, Building Level Planning - Pillar 1 Chairs
- M. Vickie Beck, Supervisor of Nurses/504 Coordinator
- Mark Gengaro, District Administrator of Climate and Security/ District Reopening Committee Facilitator

SEL/PBSIS Subcommittee - Pillar 1

- ❖ Subcommittee Chairs
- Paula Raigoza, PBSIS Project Coordinator and Professional Developer
- Jessica Tremble, Supervisor of Counseling and Special Services K-8
- ❖ Subcommittee Members
- Carla Araujo, Nurse, Christopher Columbus Middle School
- Jennifer Bergman, Supervisor of Counseling and Student Services 9-12
- Christine Bertollo, Vice-Principal, Woodrow Wilson Middle School
- Mark Bigica, Teacher/ PBSIS Universal Intervention Team Coach, Woodrow Wilson Middle School
- Dr. Rachel Capizzi, Principal, School #13
- Linda Chavez, Supervisor of Special Services, Elementary

RESTART & RECOVERY PLAN

- Meaghan Conti, Vice-Principal, Clifton High School
- Deanna Farkas, Student Assistance Counselor, Woodrow Wilson Middle School
- Amy Ferranti, Speech Language Specialist/ PBSIS Universal Intervention Team Coach, School #17
- Vanessa Gaba, Vice Principal, Christopher Columbus Middle School
- Rehana Gafur, Home and School Association President, School #1
- Kathryn Gordon, Teacher/ / PBSIS Universal Intervention Team Coach, Clifton High School
- Ruth Hatcher, Parent Representative, School #3
- Frank Kasper, Commissioner, Clifton Board of Education
- Kathy Korczynski, President, Clifton Association of Educational Secretaries/Secretary, School #3
- Jeffrey Labriola, Teacher/ PBSIS Universal Intervention Team Coach, Christopher Columbus Middle School
- Raquel Lima, Master Teacher, Clifton Early Learner Academy (CELA)
- Mirta Lopez, Counselor, Clifton High School
- Robyn Luzzi, Behaviorist
- Tracy Morigi, Administrative Intern
- Marissa Papamarkos, Principal, Clifton Early Learner Academy (CELA)
- Kate Pengitore, Teacher/PBSIS Universal Intervention Team, School #5
- Jamie Principe, Parent Teacher Association President, School #13
- Christine Reiser, Counselor/PBSIS Universal Intervention Team, School #9
- Susan E. Schnepf, Vice-Principal, Clifton High School
- Courtney Terry, Student Assistance Counselor, Clifton High School
- Uma Vakil, Student Assistance Counselor, Christopher Columbus Middle School

- ❖ Health, Safety, Cleanliness, Building Level Planning - Pillar 1 Chairs
- M. Vickie Beck, Supervisor of Nurses/504 Coordinator
- Mark Gengaro, District Administrator of Climate and Security/ District Reopening Committee Facilitator

Elementary Subcommittee - Pillar 2

- ❖ Elementary Subcommittee Chair
- Janina Kusielewicz, Assistant Superintendent of Curriculum and Instruction

- ❖ Subcommittee Members
- Dr. Lindsay Aslan, Supervisor of Special Services Preschool/Autism Programs
- Kimberly Ayes, Teacher/ PBSIS Universal Intervention Team Coach, School #2
- Alicja Banning, Supervisor of Bilingual, ESL, World Language K-12
- Dr. Rachel Capizzi, Principal, School #13
- Linda Chavez, Supervisor of Special Services, Elementary
- Michael Ciolino, Teacher, School #12
- Megan Fitzpatrick, Teacher, School #9
- Marta Fortunato, Supervisor of Assessment, Measurement and Mentoring/ Affirmative Action Officer
- Rehana Gafur, Home and School Association President, School #1
- Mark Gengaro, District Administrator of Climate and Security/ District Reopening Committee Facilitator
- Janine Hogel, Teacher, School #1
- Rosmunda Kenning, Principal, School #12
- Dr. Valerie Kropinack, Supervisor of Language Arts, K-8
- Lori Lalama, President, Clifton Teachers Association/Teacher Christopher Columbus Middle School
- Jennifer Lucas, Principal, School #2
- Dana Murdoch, Teacher, School #12

RESTART & RECOVERY PLAN

- Jennifer Pagano, Home and School Association Co-President, School #2
- Marissa Papamarkos, Principal, Clifton Early Learner Academy (CELA)
- Linette Park, Principal, School #3
- Nicole Pirchala, Elementary Literacy Coach
- Lisa Post, Teacher, School #14
- Jory Samkoff, ESL Resource and Testing
- Tara Sieradzki, Vice-President, Clifton Teachers Association/Teacher, School #2
- Jessica Tremble, Supervisor of Counseling and Special Services K-8
- Hillary Vengel, Elementary Mathematics Coach
- Erin Zmuda, Supervisor of Mathematics, K-8
- Jennifer Zach- Kokora, Teacher, School #17

- ❖ Instruction, Format, Curriculum - Pillar 2 Chair
- Janina Kusielewicz, Assistant Superintendent of Curriculum and Instruction

Middle School Subcommittee - Pillar 2

- ❖ Middle School Subcommittee Chair
- Dr. Francine R. Parker, Principal, Christopher Columbus Middle School
- Anthony Orlando, Interim Principal, Woodrow Wilson Middle School
- ❖ Subcommittee Members
- Alicia Banning, Supervisor of Bilingual, ESL, World Language K-12
- Christine Bertollo, Vice-Principal, Woodrow Wilson Middle School
- Kasey Carr, Teacher, Woodrow Wilson Middle School
- Kimberly DeStefano, Middle School Language Arts Coach
- Doreen Duffy, Teacher, Christopher Columbus Middle School
- Gary Frankel, Supervisor of Science, K-12
- Vanessa Gaba, Vice Principal, Christopher Columbus Middle School
- Mark Gengaro, District Administrator of Climate and Security/ District Reopening Committee Facilitator
- Andrew Jaeger, Vice-Principal, Christopher Columbus Middle School
- Erin Jaeger, Middle School Mathematics Coach
- Dr. Valerie Kropinack, Supervisor of Language Arts, K-8
- Thomas Kuehn, Supervisor of Social Studies K-12
- Lori Lalama, President, Clifton Teachers Association/Teacher Christopher Columbus Middle School
- Jennifer Lanzerotti, Teacher, Woodrow Wilson Middle School
- Jason Leshowitz, Supervisor of Fine and Performing Arts
- Joseph Mankin, Vice-Principal, Woodrow Wilson Middle School
- Brian Onyrschuk, Teacher, Christopher Columbus Middle School
- Karen Paris, Teacher, Christopher Columbus Middle School
- Francisca Rosa, Supervisor of Special Services Middle School/Non-Public
- Jessica Tremble, Supervisor of Counseling and Special Services K-8
- Nicole Turi, Supervisor of Physical Education, K-12
- Erin Zmuda, Supervisor of Mathematics, K-8
- ❖ Instruction, Format, Curriculum - Pillar 2 Chair
- Janina Kusielewicz, Assistant Superintendent of Curriculum and Instruction

RESTART & RECOVERY PLAN

High School Subcommittee - Pillar 2

- ❖ High School Subcommittee Chair
- Michael Doktor, Principal, Clifton High School

- ❖ Subcommittee Members
- Jennifer Bergman, Supervisor of Counseling and Student Services 9-12
- Dr. Phillip Casale, Vice-President, Clifton Teachers Association/Teacher, Clifton High School
- Mary Campell, Supervisor of Mathematics 9-12
- Gary Frankel, Supervisor of Science, K-12
- Laurie Friedberg, Teacher, Clifton High School
- Mary Geary, Teacher, Clifton High School
- Mark Gengaro, District Administrator of Climate and Security/ District Reopening Committee Facilitator
- Renee Holland, Teacher, Clifton High School
- Lori Lalama, President, Clifton Teachers Association/Teacher Christopher Columbus Middle School
- John Lesler, Teacher, Clifton High School
- Laura Louer, Home and School Association President, Clifton High School
- Thomas Kuehn, Supervisor of Social Studies K-12
- Konrad Kruczek, Teacher/Head Soccer Coach, Clifton High School
- Lori McCoy, Teacher, Clifton High School
- Jarret Newman, Teacher, Clifton High School
- Kelly O'Brien, Supervisor of Special Services 9-12
- Cory Pinto, Teacher, Clifton High School
- Deborah Sauter, Teacher, Clifton High School
- Beth Slanina, Teacher, Clifton High School
- Shannon Skuya, Teacher, Clifton High School
- Donna Testa, Teacher, Clifton High School
- Nicole Turi, Supervisor of Physical Education, K-12
- Jacqueline Turk, Teacher, Clifton High School
- David White, Supervisor of Language Arts 9-12

Survey Subcommittee - Pillar 2

- ❖ Survey Subcommittee Chair
- Janina Kusielewicz, Assistant Superintendent of Curriculum and Instruction

- ❖ Subcommittee Members
- M. Vickie Beck, Supervisor of Nurses/504 Coordinator
- Samantha DeRose, Communication Technology Specialist
- Michael Doktor, Principal, Clifton High School
- Vanessa Gaba, Vice Principal, Christopher Columbus Middle School
- Mark Gengaro, District Administrator of Climate and Security/ District Reopening Committee Facilitator
- Lori Lalama, President, Clifton Teachers Association/Teacher Christopher Columbus Middle School
- Miriam Manickram, Home and School Association President, Woodrow Wilson Middle School
- Donna Popowich, Parent Representative, Clifton High School
- Rosmunda Kenning, Principal, School #12
- Dr. Valerie Kropinack, Supervisor of Language Arts, K-8
- Jory Samkoff, ESL Resource and Testing
- Katie Zinzmeister, Technology Facilitator/Trainer K-12
- Erin Zmuda, Supervisor of Mathematics, K-8

RESTART & RECOVERY PLAN

- ❖ Instruction, Format, Curriculum - Pillar 2 Chair
- Janina Kusielewicz, Assistant Superintendent of Curriculum and Instruction

Curriculum/ ELA Subcommittee - Pillar 2

- ❖ Subcommittee Chairs
- Dr. Valerie Kropinack, Supervisor of Language Arts, K-8
- David White, Supervisor of Language Arts 9-12

- ❖ ELA Elementary Subcommittee Members
- Marissa Amelio, Teacher, School #9
- Marissa Cannataro, Teacher, School #5
- Francis Carlo, Teacher, School #17
- Carolyn Cross, Teacher, School #3
- Amy Cuccinelli, Teacher, School #2
- Amy Cutola, Teacher, School #1
- Lindsay Fairless, Teacher, School #2
- Kristan Genchi-Kehoe, Teacher, School #9
- Kimberly Green, Teacher, School #12
- Catia Guerra, Teacher, School #13
- Janine Hogel, Teacher, School #1
- Maura Houston, Teacher, School #8
- Jenna Howansky, Teacher, School #3
- Charlotte Marzocca, Teacher, School #9
- Kristen Mazur, Teacher, School #17
- Melissa McEnerney, Teacher, School #13
- Cassandra Meola, Teacher, School #1
- Nicole Pirchala, Elementary Literacy Coach
- Christine Roman, Teacher, School #2
- LeeAnn Rosado, Teacher, School #3
- Kristen Seyka, Teacher, School #1
- Holly Sieradzki, Teacher, School #17
- Tara Sieradzki, Vice-President, Clifton Teachers Association/Teacher, School #2
- Lily Terhune, Teacher, School #13
- Lori Tunis, Teacher, School #15
- Ali Zeidan, Teacher, School #11

- ❖ ELA Middle School Subcommittee Members
- Karen DeFina, Teacher, Woodrow Wilson Middle School
- Kimberly DeStefano, Middle School Language Arts Coach
- Danielle Heese, Teacher, Christopher Columbus Middle School
- Justin Mathai, Teacher, Christopher Columbus Middle School
- Tiffany Moallem, Teacher, Woodrow Wilson Middle School
- Joanna Robertazzi, Teacher, Woodrow Wilson Middle School
- Amy Roberto, Teacher, Christopher Columbus Middle School
- Michael Rocco, Teacher, Christopher Columbus Middle School
- Sharon Schwarz, Teacher, Christopher Columbus Middle School
- Nicole Sysyn, Teacher, Christopher Columbus Middle School

RESTART & RECOVERY PLAN

- ❖ ELA High School Subcommittee Members
- Stacey Beechum, Teacher, Clifton High School
- Michael Cadmus, Teacher, Clifton High School/Head Basketball Coach
- Brittany Gaccione, Teacher/Head Gymnastics Coach, Clifton High School
- Andrea Miller-Hamilton, Communications, Clifton High School

Curriculum/Math Subcommittee - Pillar 2

- ❖ Subcommittee Chairs
- Mary Campell, Supervisor of Mathematics 9-12
- Erin Zmuda, Supervisor of Mathematics, K-8
- ❖ Math Elementary Subcommittee Members
- Laura Andrelevich, Teacher, School #12
- Jennifer Caswell, Teacher, School #9
- Leah DeBari, Teacher, School #12
- Kristan Genchi-Kehoe, Teacher, School #9
- Alma Haxhiu, Teacher, School #12
- Maria Hirschbein, Teacher, School #14
- Charlotte Marzocca, Teacher, School #9
- Kristen Seyka, Teacher, School #1
- Holly Sieradzki, Teacher, School #17
- Beth Smith, Teacher, School #8
- Laura VanDyk, Teacher, School #17
- Hillary Vengel, Elementary Mathematics Coach
- Dana Yodice, Teacher, School #14
- ❖ Math Middle School Subcommittee Members
- Maris Campanella, Teacher, Woodrow Wilson Middle School
- Krystal Cevallos, Teacher, Christopher Columbus Middle School
- Kimberly Mouzon, Teacher, Christopher Columbus Middle School
- Sherri Lynn Puerta, Teacher, Christopher Columbus Middle School
- Nicole Salwierz, Teacher, Christopher Columbus Middle School
- Lesley Sverdløve, Teacher, Christopher Columbus Middle School
- Genesis Sanchez, Teacher, Christopher Columbus Middle School
- Victoria Zizzo, Teacher, Woodrow Wilson Middle School
- ❖ Math High School Subcommittee Members
- Rafat Ewais, Teacher, Clifton High School
- Laurie Friedberg, Teacher, Clifton High School
- Kathy Rossi, Teacher, Clifton High School
- Deborah Sauter, Teacher, Clifton High School
- Krystyna Zak, Teacher, Clifton High School

RESTART & RECOVERY PLAN

Curriculum/Media Subcommittee - Pillar 2

- ❖ Subcommittee Chairs
- Dr. Valerie Kropinack, Supervisor of Language Arts, K-8
- David White, Supervisor of Language Arts 9-12

- ❖ Media Subcommittee Members
- Denise Bemke, Media Specialist, Elementary
- Maryellen Celluro, Teacher, School #9
- Laura Conboy, Health, Elementary
- Jennifer Coppock-Huegel, Media Specialist, Christopher Columbus Middle School
- Megan Fitzpatrick, Teacher, School #9
- Jessica Kuch, Media Specialist, Woodrow Wilson Middle School
- Charlotte Marzocca, Teacher, School #9
- Shanna Polan, Media Specialist, Elementary
- Gina Pollaro, Teacher, School #12/Head Cheerleading Coach
- Holly Sieradzki, Teacher, School #17

Curriculum/Science Subcommittee - Pillar 2

- ❖ Subcommittee Chair
- Gary Frankel, Supervisor of Science, K-12

- ❖ Science Middle School Subcommittee Members
- Nitza Bernales, Teacher, Christopher Columbus Middle School
- Kimberly Fucetola, Teacher, Woodrow Wilson Middle School
- Greg Carol, Teacher, Woodrow Wilson Middle School
- Korrine Kensicki, Teacher, Christopher Columbus Middle School
- Jennifer Kershaw, Teacher, Christopher Columbus Middle School
- Nicolle Kesack, Teacher, Woodrow Wilson Middle School
- Stephanie Langner, Teacher, Christopher Columbus Middle School
- Sharon Mikolajczyk, Teacher, Christopher Columbus Middle School
- Lorin Pontelandolfo, Teacher, Woodrow Wilson Middle School
- Dana Quazza, Teacher, Woodrow Wilson Middle School
- Urszula Rebisz, Teacher, Christopher Columbus Middle School

- ❖ Science High School Subcommittee Members
- Regina Borriello, Teacher, Clifton High School
- Dawn Carofine, Teacher, Clifton High School
- Monique Dituri, Teacher, Clifton High School
- Megan Graziano, Teacher, Clifton High School
- Sean Lee, Teacher, Clifton High School
- Lori McCoy, Teacher, Clifton High School
- Jarret Newman, Teacher, Clifton High School
- Danella Pellegrini, Teacher, Clifton High School
- Sarah Taylor, Teacher, Clifton High School
- Vinny Vitiello, Teacher, Clifton High School

RESTART & RECOVERY PLAN

Curriculum/Social Studies Subcommittee - Pillar 2

- ❖ Subcommittee Chair
- Thomas Kuehn, Supervisor of Social Studies K-12

- ❖ Social Studies Elementary Subcommittee Members
- Marissa Amelio, Teacher, School #9
- Marissa Cannataro, Teacher, School #5
- Francis Carlo, Teacher, School #17
- Carolyn Cross, Teacher, School #3
- Jennifer Fantry, Teacher, School #4
- Kristan Genchi-Kehoe, Teacher, School #9
- Catia Guerra, Teacher, School #2
- Janine Hogel, Teacher, School #1
- Jenna Howansky, Teacher, School #3
- Charlotte Marzocca, Teacher, School #9
- Cassandra Meola, Teacher, School #1
- Holly Sieradzki, Teacher, School #17
- Alyssa Stepneski, Teacher, School #1
- Dana Yodice, Teacher, School #14
- Ali Zeidan, Teacher, School #11

- ❖ Social Studies Middle School Subcommittee Members
- Mark Bigica, Teacher/ PBSIS Universal Intervention Team Coach, Woodrow Wilson Middle School
- Kasey Carr, Teacher, Woodrow Wilson Middle School
- Cara Gwinnett, Teacher, Christopher Columbus Middle School
- Matthew Meade, Teacher, Christopher Columbus Middle School
- Brittany Paul, Teacher, Christopher Columbus Middle School
- Dana Rankin, Teacher, Christopher Columbus Middle School
- Justin Swisher, Teacher, Christopher Columbus Middle School
- Kristy Wilson, Teacher, Woodrow Wilson Middle School

- ❖ Social Studies High School Subcommittee Members
- Dave Arts, Teacher, Clifton High School
- Gregory Cvetovich, Teacher, Clifton High School
- Andrea Dennison, Teacher, Clifton High School
- Vito Fiore, Teacher, Clifton High School
- Paul Hlat, Teacher, Clifton High School
- Louis Lotito, Teacher, Clifton High School
- David Oncilla, Teacher, Clifton High School
- John O'Reilly, Teacher, Clifton High School
- Shaina Peattie, Teacher, Clifton High School
- Michael Rogers, Teacher, Clifton High School
- Stephen Sarsano, Teacher, Clifton High School
- Matthew Stuart, Teacher, Clifton High School
- Christy Van Sadlers, Teacher, Clifton High School
- Joseph Voto, Teacher, Clifton High School

RESTART & RECOVERY PLAN

Curriculum/Visual/Performing Arts Subcommittee - Pillar 2

- ❖ Subcommittee Chair
- Jason Leshowitz, Supervisor of Fine and Performing Arts

- ❖ Visual/Performing Arts Subcommittee Members
- Caitlyn Barrows, Teacher, Clifton High School
- Ron Garafolo, Teacher, Elementary
- Dave Iannacone, Teacher, Elementary
- Michelle Kraye, Teacher, Elementary
- Jeffrey Labriola, Teacher/ PBSIS Universal Intervention Team Coach, Christopher Columbus Middle School
- Anthony Lanzerotti, Teacher, Woodrow Wilson Middle School
- Barbara Maak, Teacher, Clifton High School
- Cory Pinto, Teacher, Clifton High School
- Lisa Poggi, Teacher, Clifton High School
- Elizabeth Pryzwara, Teacher Christopher Columbus Middle School
- Bryan Stepneski, Teacher/Band Director, Clifton High School

Curriculum/WL/Bilingual/ESL Subcommittee - Pillar 2

- ❖ Subcommittee Chair
- Alicia Banning, Supervisor of Bilingual, ESL, World Language K-12

- ❖ WL/Bilingual/ESL Subcommittee Members
- Melina Aguilar, Teacher, Woodrow Wilson Middle School
- Steven Alvarado, Teacher, Clifton High School
- Patricia Briolotti, Teacher, Christopher Columbus Middle School
- Ian Caploon, Teacher, Clifton High School
- Loto Chung, Teacher, Elementary
- Rebecca Espinal, Teacher, Clifton High School
- Alicia Garbayo, Teacher, Elementary
- Fotini Kotrotsios, Teacher, Clifton High School
- Eva Rogozinski, Teacher, Clifton High School
- Carolina Sarmiento, Teacher, Clifton High School
- Jory Samkoff, ESL Resource and Testing
- Jennifer Welcome, Christopher Columbus Middle School

Curriculum/Health/Physical Education Subcommittee - Pillar 2

- ❖ Subcommittee Chair
- Nicole Turi, Supervisor of Physical Education, K-12

- ❖ Health/Physical Education Subcommittee Members
- Anthony Giordano, Teacher, Christopher Columbus Middle School/Offensive Coordinator/ Football Coach
- Dawn Paton, Teacher, School #16
- Andrew Rosado, Teacher, School #14
- Nicole Rossi, Teacher, School #13
- Mark Saoud, Teacher, Christopher Columbus Middle School

Curriculum/Special Education Subcommittee - Pillar 2

RESTART & RECOVERY PLAN

- ❖ Subcommittee Chairs
 - Heather Rotolo, Coordinating Supervisor of Special Services
 - Dr. Lindsay Aslan, Supervisor of Special Services Preschool/Autism Programs
 - Linda Chavez, Supervisor of Special Services, Elementary
 - Kelly O'Brien, Supervisor of Special Services 9-12
 - Francisca Rosa, Supervisor of Special Services Middle School/Non-Public
- ❖ Elementary Special Education Subcommittee Members
 - Claudia Arcuri, Teacher, School #5
 - Christine Colligan, Teacher, School #14
 - Connie Fasouletos, Teacher, Clifton Early Learner Academy
 - Jonathon Feig, Teacher, School #17
 - Amy Ferranti, Speech Language Specialist/ PBSIS Universal Intervention Team Coach, School #17
 - Stephen Hunter, Teacher, School #5
 - Scott Idec, Teacher, School #3
 - Diane Jakimic, Teacher, School #2
 - Kelly McCarthy, Teacher, School #16
 - Silvia Rosamilia, LDTC, School #17
 - Carolyn Schwarz, Teacher, School #17
 - Virginia Sheehan, Teacher, School #11
 - Lewis Stallman, Teacher, School #9
 - Alexandra Wisnowski, Teacher, School #5
- ❖ Middle School Special Education Subcommittee Members
 - Michael Angelo, Teacher, Christopher Columbus Middle School
 - Salvatore Anzaldi, Teacher, Woodrow Wilson Middle School
 - Jane Crane, Teacher, Christopher Columbus Middle School
 - Angela Fatsis, Teacher, Woodrow Wilson Middle School
 - Thomas Hudak, Teacher, Woodrow Wilson Middle School
 - Tara McGarrity, LDTC, Woodrow Wilson Middle School
 - Kimberly Nicol, Teacher, Christopher Columbus Middle School
 - Maureen O'Callaghan, LDTC, Christopher Columbus Middle School
 - Melissa Preziosi, Teacher, Woodrow Wilson Middle School
- ❖ High School Special Education Subcommittee Members
 - Kristin Cheechi, Speech Language Therapist, School #14
 - Marie Frost-McLaughlin, Teacher, Clifton High School
 - Kathryn Gordon, Teacher, Clifton High School
 - Welsida Grambone, Teacher, Clifton High School
 - Fredrick Hemsey, Teacher, Clifton High School
 - Kim Janeck, Teacher, Clifton High School
 - Christopher Keegan, Teacher, Clifton High School
 - Richard Rando, Teacher, Clifton High School
 - Susan Schemly, School Psychologist, Clifton High School

Curriculum/Remote Learning Subcommittee - Pillar 2

- ❖ Subcommittee Chair
 - Janina Kusielewicz, Assistant Superintendent of Curriculum and Instruction
- ❖ Remote Learning Subcommittee Members

RESTART & RECOVERY PLAN

- Ilene Platkin, Teacher, School #14
- Elizabeth Reider, Teacher, School #14

Policy Subcommittee - Pillar 3

- ❖ Subcommittee Chair
- Mark Tietjen, Assistant Superintendent of Schools
- ❖ Subcommittee Members
- David Baron, President, Clifton Custodial/Maintenance Association/Head Custodian, Christopher Columbus Middle School
- Judith Bassford, Vice-President, Clifton Board of Education
- M. Vickie Beck, Supervisor of Nurses/504 Coordinator
- Bracken Healy, Principal, School #9
- Kathy Korczynski, President, Clifton Association of Educational
- Lori Lalama, President, Clifton Teachers Association/Teacher Christopher Columbus Middle School
- Jennifer Lucas, Principal, School #2
- Luis Ros, Esq. Director of Human Resources
- Heather Rotolo, Coordinating Supervisor of Special Services
- Jim Smith, Commissioner, Clifton Board of Education
- ❖ Operations and Governance - Pillar 3 Chairs
- Mark Tietjen, Assistant Superintendent of Schools
- Mark Gengaro, District Administrator of Climate and Security/ District Reopening Committee Facilitator

Personnel Subcommittee - Pillar 3

- ❖ Subcommittee Chair
- Luis Ros, Esq. Director of Human Resources
- ❖ Subcommittee Members
- Fahim Abedrabbo, Commissioner, Clifton Board of Education
- David Baron, President, Clifton Custodial/Maintenance Association/Head Custodian, Christopher Columbus Middle School
- Dr. Luginda Batten-Walker, Principal, School #15
- M. Vickie Beck, Supervisor of Nurses/504 Coordinator
- Michael Doktor, Principal, Clifton High School
- Dr. Valerie Kropinack, Supervisor of Language Arts, K-8
- Kathy Korczynski, President, Clifton Association of Educational Secretaries, Secretary, School #3
- Lori Lalama, President, Clifton Teachers Association/Teacher Christopher Columbus Middle School
- Elizabeth Nick, Supervising Coordinator of Pupil Transportation
- Heather Rotolo, Coordinating Supervisor of Special Services
- Jessica Tremble, Supervisor of Counseling and Special Services K-8
- ❖ Operations and Governance - Pillar 3 Chairs
- Mark Tietjen, Assistant Superintendent of Schools
- Mark Gengaro, District Administrator of Climate and Security/ District Reopening Committee Facilitator

RESTART & RECOVERY PLAN

City-Wide Subcommittee - Pillar 3

- ❖ Subcommittee Chair
- M. Vickie Beck, Supervisor of Nurses/504 Coordinator
- Mark Gengaro, District Administrator of Climate and Security/ District Reopening Committee Facilitator

- ❖ Subcommittee Members
- Fahim Abedrabbo, Commissioner, Clifton Board of Education
- John Biegel III, Heath Officer, City of Clifton
- Dr. Michael Basista, District Physician
- Lieutenant William Frank, Clifton Police Department
- Layal Helwani, Health Educator, City of Clifton
- Jennifer Kidd, Health Projects Coordinator, City of Clifton
- Leslie Leonard, Nursing Supervisor, City of Clifton
- Barbara Luzniak, Public Health Nurse, City of Clifton
- Michael Onder, Deputy OEM Coordinator
- Wendy Scrudato, Nurse, School #12
- Jennifer Terwilliger, REHS, City of Clifton
- Angelina Tirado, Lieutenant/OEM Coordinator

- ❖ Operations and Governance - Pillar 3 Chairs
- Mark Tietjen, Assistant Superintendent of Schools
- Mark Gengaro, District Administrator of Climate and Security/ District Reopening Committee Facilitator

Aftercare/Wraparound Subcommittee - Pillar 3

- ❖ Subcommittee Chairs
- Robert Foster, Executive Director, Boys and Girls Club of Clifton
- Rosmunda Kenning, Principal, School #12

- ❖ Subcommittee Members
- Dr. Luginda Batten-Walker, Principal, School #15
- M. Vickie Beck, Supervisor of Nurses/504 Coordinator
- Rehana Gafur, Home and School Association President, School #1
- Elizabeth Nick, Supervising Coordinator of Pupil Transportation
- Elizabeth Nolan, Home and School Association President, School #12
- Debbie Oliver, Director, Clifton Recreation Department
- Jennifer Pagano, Home and School Association Co-President, School #2
- Jamie Principe, Parent Teacher Association President, School #13
- Kathryn Pugliese, Director Minds in Motion
- Craig Reinholt, Associate Director, Boys and Girls Club of Clifton
- Alex Rosenberg, Pomptonian
- Joelle Rosetti, Principal, School #4
- Jim Smith, Commissioner, Clifton Board of Education
- Nicole Stepneski, Nurse, School #4
- Jessica Tremble, Supervisor of Counseling and Special Services K-8
- Laura Zagorski, Principal, School #17
- Ali Zeidan, Teacher, School #11

RESTART & RECOVERY PLAN

- ❖ Operations and Governance - Pillar 3 Chairs
- Mark Tietjen, Assistant Superintendent of Schools
- Mark Gengaro, District Administrator of Climate and Security/ District Reopening Committee Facilitator

Reopening Planning Committee

Pillar 4 - Finance

- ❖ Pillar 4 Committee Chair
- Michael Ucci, Business Administrator/Board Secretary

- ❖ Pillar 4 Committee Members
- M, Vickie Beck, Supervisor of Nurses/504 Coordinator
- Mark Gengaro, District Administrator of Climate and Security
- Frank Kasper, Commissioner, Clifton Board of Education
- Janina Kusielewicz, Assistant Superintendent of Curriculum and Instruction
- Albert Marchione, Director of Building and Grounds
- Eric Mountain, Coordinating Supervisor of Technology
- Elizabeth Nick, Supervising Coordinator of Pupil Transportation
- Eric Thomasevic, Assistant Business Administrator/Assistant Board Secretary

RESTART & RECOVERY PLAN

Appendix M

Pandemic Response Teams

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

A. Clifton Public Schools established a district-based Pandemic Response Team to centralize, expedite and implement COVID-19 related decision making

Pandemic Response Team Member Role Within the School Community

- Dr. Danny Robertozzi, Superintendent of Schools
- Michael Ucci, Business Administrator/Board Secretary
- Janina Kusielewicz, Assistant Superintendent of Curriculum and Instruction
- Mark Tietjen, Assistant Superintendent of Schools
- Mark Gengaro, District Administrator of Climate and Security/ District Reopening Committee Facilitator
- M. Vickie Beck, Supervisor of Nurses/504 Coordinator

B. The Pandemic Response Team is responsible for:

1. Overseeing Clifton Public Schools reopening plan related to health and safety, and crisis leadership
2. Adjusting or amending school health and safety protocols.
3. Provide staff with needed support and training.
4. Review Clifton Public Schools data regarding health and safety measures.
5. Develop and implement procedures to foster and maintain a safe and support school climate.
6. Provide communications to the school community and to the district
7. Create a pathway for community, family and student voices to inform the team's decision making.

C. Regular meetings will be established.

RESTART & RECOVERY PLAN

Appendix N

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

Scheduling of Students

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

Educational Program

1. Communication: Surveys and communication about district developed educational plans, program updates and changes necessitated due to updated guidance from the Department of Health and the New Jersey Department of Education will be communicated through Blackboard, via email, and on social media.
2. Attendance: Parents will continue to report an absence regardless of whether a student attends school virtually or in person. Teachers will take attendance daily for both in-person and virtual programs.
3. Access to Technology and Addressing the Digital Divide: The Clifton Public Schools District has implemented a one to one technology initiative; each student in grades K to 12 will be issued a Chromebook. Families are once again being surveyed to confirm online access in homes. For students with internet accessibility issues, a hot spot can be provided.
4. Professional Development: Extensive professional development on technology topics and addressing social emotional needs has been provided throughout the summer. The school calendar has been adjusted to provide three full day professional development days prior to the start of school to ensure that all staff members are trained on health and safety practices, trauma informed instructional practices, revised pacing to address hybrid and remote schedules and on technology initiatives to successfully navigate hybrid and remote learning.
5. Feedback Loops: Surveys have been and will continue to be conducted to allow teachers, students, and parents to provide feedback on instruction, mental health, and overall concerns.
6. Contingency Planning: The academic plans enclosed here-in allow for in-person, hybrid and fully remote learning options. Plans are in place to allow students to move between in-person and fully remote on an as needed, case by case basis, at specified intervals. Should the district not reopen in September, a process for distribution of Chromebooks and materials will be initiated. Should shutdown occur at a later date, plans to transition to fully remote are in place. All schedules have similar structure to facilitate moving between program options.
7. School Personnel: All school personnel are expected to report to school on a daily basis following the schedule format to which they are assigned. Staff requesting accommodations due to health or family care needs shall follow district policies and may be assigned to the fully remote instructional option or may be allowed to work remotely job permitting. Staff may have the option to work from school or home on virtual learning days unless health prohibitions are in place that may prevent this option.
8. Access to Supports and Accommodations: Based on individual academic needs, selected Special Education students may have the option to attend four days per week in lieu of the hybrid model to allow increased access to academic support, counselors, Child Study Team members and in-person therapies. Hybrid and fully remote options will prioritize the needs of Special Education, ELL and At-Risk students through enhanced access to course, program, academic and social emotional supports. Small group instruction and individualized learning will be offered as needed both in-person and online. Regardless of program option, individualized supports that meet the requirements of a student's IEP or 504 Plan will be implemented. Bilingual and High Intensity ESL programs for ELLs will be provided both in-person and virtually as needed. Gifted and Talented pull-out programs will be suspended, with in class accommodations in their place. Accelerated, Honors and AP classes will continue to be provided both in-person and online based on enrollment.
9. The district will strive to increase a pool of regular substitutes to continue instruction in cases of staff illness. Contingency plans and possible streaming options are being explored in the case of faculty quarantine.

RESTART & RECOVERY PLAN

10. In accordance with policy 1648.02 Remote Learning Options for Families the Clifton Public School District shall accommodate requests for full-time remote learning. A survey and online registration process will be open for parents to request that a student receive full-time fully remote learning from the school district.

1. Families must make this selection via the survey and through the district RealTime system.
2. Initial registration must take place prior to the beginning of the school year.
3. Students may transition into fully remote online learning at the end of each marking period. Procedures to do so will be provided.
4. Transition back to in-person instruction will be on a case by case basis at the end of two marking periods. Procedures to do so will be provided.
5. Students participating in the fully remote option will be following a period by period schedule taught by appropriately certificated staff.
6. In order to be counted as present, students will be required to login to and participate in daily period by period Google Meet and follow all school rules, behavioral expectations, online learning norms and instructional requirements.
7. Fully remote instruction will mirror the hybrid and in-person schedules and instructional pacing.
8. Course offerings will be similar and will include most Accelerated, Honors and AP classes based on enrollment. Broadcast options may be employed for selected advanced courses.
9. All required courses will be available in the fully remote option. Some single electives may not be offered as fully remote.
10. The course schedule for fully remote students is included in section B. below.

School Day

In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours. All in-person schedules described below allow for one virtual day for school maintenance. Time has been provided for frequent breaks, meals if needed, staggered building entry and socially distanced dismissal. Opportunities for Social Emotional Learning activities and wrap around supports are built in to the instructional program and embedded in content area classes. These schedules are designed for maximum flexibility in the event the district does not reopen for in-person learning in September or must go fully remote for all students.

Preschool In-Person Option: The preschool program plan consists of a return to in-person learning 4 days per week, with 1 virtual instruction day. Preschool class size is capped at a maximum of 15 students per class allowing for social distancing. Students will attend school in-person on Monday, Tuesday, Thursday and Friday. Wednesday will be a virtual day. School will be in session from 9:10 to 1:10 for both the in-person day and virtual day.

Classes will be socially distanced, with shields at each table. Students will remain in cohort groups throughout the day. To the degree possible students will remain in one classroom and teachers will travel as needed. Staff and students will be required to wear masks. Hand sanitizer stations will be available in each classroom and frequent hand washing will be encouraged. Grab-and-go meals will be available.

RESTART & RECOVERY PLAN

IN-PERSON INSTRUCTION (4 days per week)		VIRTUAL DAY INSTRUCTION (1 day per week)	
Pre-K Schedule Example 9:10 AM - 1:10 PM		Pre-K Schedule Example 9:10 AM - 1:10 PM	
Times	High Scope Daily Routine	Times	High Scope Daily Routine
9:10-9:20	Student Arrival	9:10-9:20	Morning Routine - prepare for at-home learning (dress appropriately, set up work area and device with camera, and supplies)
10-15 minutes	Greeting Time, Message Board	20 minutes	Greeting Time, Message Board (Google Hangout)
80-90 minutes	Planning, work, cleanup, recall	80-90 minutes	Planning, work, cleanup, recall
10-15 minutes	Large Group	15 minutes	Snack
40 minutes	Gross Motor	15-20 minutes	Small Group (Google Hangout)
20 minutes	Snack	30 minutes	Gross Motor
15-20 minutes	Small Group	10-15 minutes	Read Aloud
10-15 minutes	Read Aloud	10 minutes	Large Group (Google Hangout)
10-15 minutes	Closing Circle	10 minutes	Closing Circle (Google Hangout)
1:10	Student Dismissal	1:10	Grab and Go Lunch Pick Up Available for Families
1:10 to 3:50: Teacher P/C, Staff Meetings, Parent Outreach, District Professional Development, and Lunch		1:10 to 3:50: Teacher P/C, Staff Meetings, Parent Outreach, District Professional Development, and Lunch	
		Division of Early Childhood Education (NJ DOE) recommends up to 1 hour of online instruction each day for preschoolers.	

RESTART & RECOVERY PLAN

Preschool Fully Remote Option:

Families may choose a fully remote option which parallels the district in-person plan. The fully remote option offers the similar instruction and pacing as the in-person option. Students will follow a period schedule from 9:10 to 1:10 with chats with the classroom teachers 5 days per week. The division of Early Childhood recommends up to 1 hour of online instruction each day for preschoolers. Asynchronous and independent activities will be assigned.

FULLY REMOTE INSTRUCTION (5 days per week)	
Pre-K Schedule Example 9:10 AM - 1:10 PM	
Times	High Scope Daily Routine
9:10-9:20	Morning Routine - prepare for at-home learning (dress appropriately, set up work area and device with camera, and supplies)
20 minutes	Greeting Time, Message Board (Google Hangout)
80-90 minutes	Planning, work, cleanup, recall
15 minutes	Snack
15-20 minutes	Small Group (Google Hangout)
30 minutes	Gross Motor
10-15 minutes	Read Aloud
10-15 minutes	Large Group (Google Hangout)
10-15 minutes	Closing Circle (Google Hangout)
1:10	Grab and Go Lunch Pick Up Available for Families
1:10 to 3:50: Teacher P/C, Staff Meetings, Parent Outreach, District Professional Development, and Lunch	
Division of Early Childhood Education (NJ DOE) recommends up to 1 hour of online instruction each day for preschoolers.	

RESTART & RECOVERY PLAN

Elementary School In-Person Option:

The elementary school program plan consists of a return to in-person learning 4 days per week, with 1 virtual instruction day. Students will attend school in-person on Monday, Tuesday, Thursday and Friday. Wednesday will be a virtual day. School will be in session from 9:00 to 1:10 for both the in-person day and virtual day. Asynchronous lessons, assignments and online programs will be assigned from 2:00 to 2:30 throughout the week across content areas. All students K to 5 will be assigned a district Chromebook.

Classes will be socially distanced, with shields at each desk. Most students will remain in cohort groups throughout the day. To the degree possible students will remain in one classroom and teachers will travel as needed. Staff and students will be required to wear masks. Hand sanitizer stations will be available in each classroom and frequent hand washing will be encouraged. Grab-and-go meals will be available.

IN-PERSON INSTRUCTION (4 days per week)		VIRTUAL DAY INSTRUCTION (1 day per week)	
K-5 Schedule Example 9:00 AM - 1:10 PM		K-5 Schedule Example 9:00 AM - 1:10 PM	
Periods	Content Area	Periods	Content Area
9:00	Student Arrival	88:50 to 9:00	Students prepare for learning: dress appropriately, set up table or desk, chair, Chromebook with camera, notebook, paper, pencils
1	ELA - Reading	1	Physical Education/Art/Music/World Language
2	ELA - Reading Foundation	2	ELA
3	ELA - Writing	3	ELA instructional support/reinforcement
4	Physical Education/Art/Music/World Language with snack if applicable	4	Snack and independent work with teacher check in on open Google Meet
5	MATH	5	Math
6	MATH	6	Math Instructional support/reinforcement
7	SS or Science	7	SS/Science/STEM support/reinforcement
Dismissal 1:10	. By Class Dismissal/Grab and Go Lunch Pick Up	Lunch 1:10	Grab and Go Lunch Pick Up Available for Families
2:00-2:30	Asynchronous lessons, assignments and online programs	2:00-2:30	Asynchronous lessons, assignments and online programs

RESTART & RECOVERY PLAN

Elementary Fully Remote Option:

Families may choose a fully remote option which parallels the district in-person plan. The fully remote option offers the same instruction and pacing as the in-person option. Schedules are similar. Students will follow a period schedule from 9:00 to 1:10, logged in with classroom teachers 5 days per week. Asynchronous lessons, assignments and online programs will be assigned from 2:00 to 2:30 throughout the week across content areas. All students in grades K-5 will be assigned a district provided Chromebook.

FULLY REMOTE INSTRUCTION	
K-5 Schedule Example 9:00 AM - 1:10 PM	
Periods	Content Area
8:50 to 9:00	Students prepare for learning: dress appropriately, set up table or desk, chair, Chromebook with camera, notebook, paper, pencils
1	ELA - Reading
2	ELA - Reading Foundation
3	ELA - Writing
4	Physical Education/Art/Music/World Language/Snack
5	MATH
6	MATH
7	SS or Science
Lunch 1:10	Grab and Go Lunch Pick Up Available for Families.
2:00-2:30	Asynchronous lessons, assignments and online programs

RESTART & RECOVERY PLAN

Middle School In-Person Option:

In order to maximize in-person instructional time, while creating smaller class sizes, a hybrid A/B option is being implemented in grades 6 to 8. A rotating schedule has been set of alternating days in which classes take place during periods 1 to 5 on the in-person day and periods 6 to 10 during the online day. Each grade level 6 to 8 will be divided into two “cohorts” (A or B) alphabetically. Special attention will be given to grade-level splits by family so the entire family will be associated with one “cohort” (A or B). When one “cohort” is present in school, the other “cohort” will participate in online instruction including Physical Education and Cycle Classes. Wednesday will be a virtual day for everyone. Both the A and B groups will meet together each period with their assigned teachers on the virtual day. School will be in session from 8:00 to 12:25 for in-person days, online days and the virtual day. Asynchronous and independent activities will be assigned from 1:00 to 2:00 throughout the week. All students 6 to 8 will be assigned a district Chromebook.

Classes will be socially distanced, with shields at each desk. Most students will remain in cohort groups throughout the day. To the degree possible students will remain in one classroom and teachers will travel as needed. Staff and students will be required to wear masks. Hand sanitizer stations will be available in each classroom and frequent hand washing will be encouraged. Grab-and-go meals will be available.

A/B Hybrid Schedule (A:Mon/Thurs)(B: Tues/Friday)		A/B Hybrid Online Day Schedule(A:Tues/Friday B: Mon/Thurs)	
6-8 Schedule Example		6-8 Schedule Example	
8:00 AM - 12:25 PM		8:00 AM - 12:25 PM	
Students stay in classroom, content teachers rotate within teams			
Periods	Content Area	Periods	Content Area
7:50-8:00	Student Arrival	7:50-8:00	Students prepare for learning: dress appropriately, set up table or desk, chair, Chromebook with camera, notebook, paper, pencils
1	MATH	6	Physical Education/Health
2	ELA	7	CYCLE- World Language, Art, Music, Technology
3	SEL/Study/Defined STEM Work Sessions	8	SEL/Study/Defined STEM Work Sessions
4	SOCIAL STUDIES	9	Flex period ELA
5	SCIENCE	10	Flex period Math
Dismissal 12:25	. By Class Dismissal/Grab and Go Lunch Pick Up	Lunch 12:25	Grab and Go Lunch Available for Pick Up
1:00-2:00	Asynchronous lessons, assignments and online programs	1:00-2:00	Asynchronous lessons, assignments and online programs

RESTART & RECOVERY PLAN

ALL VIRTUAL INSTRUCTION-WEDNESDAY	
6-8 Schedule Example 8:00 AM - 12:25 PM	
Periods	Content Area
7:50-8:00	Students prepare for learning: dress appropriately, set up table or desk, chair, Chromebook with camera, notebook, paper, pencils
1	MATH
2	ELA
3	SEL/Study/Defined STEM Work Sessions
4	SOCIAL STUDIES
5	SCIENCE
Lunch 12:25	Grab and Go Lunch Available for Pick Up
1:00-2:00	Asynchronous lessons, assignments and online programs

RESTART & RECOVERY PLAN

Middle School Fully Remote Option:

Families may choose a fully remote option which parallels the district in-person plan. The fully remote option offers the same instruction and pacing as the in-person option. Schedules are similar, with students grouped into A/B cohort groups with periods 1 to 5 and 6 to 10 taking place on alternating days. On Wednesdays both groups log in together. Students will follow a period schedule from 8:00 to 12:25, 5 days per week. Asynchronous lessons, assignments and online programs will be assigned from 1:00 to 2:00 throughout the week across content areas. All students in grades 6 to 8 will be assigned a district provided Chromebook.

FULLY REMOTE INSTRUCTION	
6-8 Schedule Example 8:00 AM - 12:25 PM	
Follows A/B Hybrid Schedule Including Virtual Day	
Periods	Content Area
7:50-8:00	Students prepare for learning: dress appropriately, set up table or desk, chair, Chromebook with camera, notebook, paper, pencils
1	MATH
2	ELA
3	SEL/Study/Defined STEM Work Sessions
4	SOCIAL STUDIES
5	SCIENCE
Lunch 12:25	Grab and Go Lunch Available for Pick Up
1:00-2:00	Asynchronous lessons, assignments and online programs

RESTART & RECOVERY PLAN

High School In-Person Option:

In order to maximize in-person instructional time, while creating smaller class sizes, a hybrid A/B option is being implemented in grades 9 to 12. A rotating schedule has been set of alternating days in which classes take place during periods 1 to 6 on the in-person day and periods 7 to 12 during the online day. Each course in grades 9 to 12 will be divided into two “cohorts” (A or B) alphabetically. Special attention will be given to grade-level splits by family so the entire family will be associated with one “cohort” (A or B). When one “cohort” is present in school, the other “cohort” will participate in online instruction including Physical Education, and Labs. Wednesday will be a virtual day for everyone. Both the A and B groups will meet together each period with their assigned teachers on the virtual day. School will be in session from 7:29 to 11:48 for in-person days, online days and the virtual day. Asynchronous and independent activities will be assigned from 12:30 to 2:00 throughout the week. All students 9 to 12 will be assigned a district Chromebook.

Classes will be socially distanced, with shields at each desk. Students will change classes following directional hallway guidance. Staff and students will be required to wear masks. Hand sanitizer stations will be available in each classroom and frequent hand washing will be encouraged. Grab-and-go meals will be available.

A/B Hybrid Schedule (A: Mon/Thurs)(B: Tues/Friday)		A/B Online Day Schedule (A: Tues/Friday)(B: Mon/Thurs)	
9-12 Schedule Example		9-12 Schedule Example	
7:29 AM - 11:48 AM		7:29 AM - 11:48 AM	
Periods	Content Area	Periods	Content Area
7:20-7:29	Student Arrival	7:20-7:29	Students prepare for learning: dress appropriately, set up table or desk, chair, Chromebook with camera, notebook, paper, pencils
HR	E150	HR	Submit Electronic Attendance
1	Algebra 1 - 9	7	Physical Education/Health
2	English - 9	8	Flex period Algebra 1-9
3	World History - 9 CP	9	Flex period English-9 CP
4	Studio Art I	10	Flex period World History - 9 CP
5	Biology CP - 9	11	Virtual Lab Biology CP -9
6	Spanish I CP - 9	12	Flex period Electives
Dismissal 11:48	. By Class Dismissal/ Grab and Go Lunch Pick Up	Lunch 11:48	Grab and Go Lunch Pick Up Available
12:30- 2:00	Asynchronous lessons, assignments and online programs	12:30-2:00	Asynchronous lessons, assignments and online programs

RESTART & RECOVERY PLAN

ALL VIRTUAL INSTRUCTION-WEDNESDAY	
9-12 Schedule Example 7:29 AM - 11:48 AM	
Periods	Content Area
7:20-7:29	Students prepare for learning: dress appropriately, set up table or desk, chair, Chromebook with camera, notebook, paper, pencils
HR	Submit Electronic Attendance
1	Algebra 1 - 9
2	English - 9 CP
3	World History CP - 9
4	Studio Art I
5	Biology CP - 9
6	Spanish I CP - 9
Lunch 11:48	Grab and Go Lunch Pick Up Available
12:30-2:00	Asynchronous lessons, assignments and online programs

RESTART & RECOVERY PLAN

High School Fully Remote Option:

Families may choose a fully remote option which parallels the district in-person plan. The fully remote option offers the same instruction and pacing as the in-person option. Schedules are similar, with students grouped into A/B cohort groups with periods 1 to 6 and 7 to 12 taking place on alternating days. On Wednesday's both groups login together. Students will follow a period schedule from 7:29 to 11:48, 5 days per week. Asynchronous lessons, assignments and online programs will be assigned from 12:30 to 2:00 throughout the week across content areas. All students in grades 9 to 12 will be assigned a district provided Chromebook.

FULLY REMOTE INSTRUCTION	
9-12 Schedule Example 7:29 AM - 11:48 AM	
Follow A/B Hybrid Schedule Including Virtual Day	
Periods	Content Area
7:20-7:29	Students prepare for learning: dress appropriately, set up table or desk, chair, Chromebook with camera, notebook, paper, pencils
HR	Submit Electronic Attendance
1	Algebra 1 - 9
2	English - 9 CP
3	World History CP - 9
4	Studio Art I
5	Biology CP - 9
6	Spanish I CP - 9
Lunch 11:48	.Grab and Go Lunch Pick Up Available
12:30-2:00	Asynchronous lessons, assignments and online programs

RESTART & RECOVERY PLAN

Appendix O

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

Staffing:

1. The Clifton Public School District plan for the 2020 – 2021 school year takes into account staff member needs following all relevant policies and regulations. Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from Covid-19 such as older adults (65 and older), individuals with disabilities, or those who have serious underlying medical conditions. Staff requiring accommodations may be considered for fully remote instruction or may work remotely depending upon assignment.

2. The Clifton Public School District will ensure its adherence to all applicable employment laws including, but not limited to, the American Disabilities Act and Health Insurance Portability and Accountability Act. Local Bargaining units will be surveyed and have been involved in all aspects of plan development.

3. In accordance with policy 1648 and 1648.02, students who are learning remotely full-time, as well as students who are receiving in-person instruction with virtual learning days, will be provided with quality instruction provided by appropriately certificated teachers as outlined by the New Jersey Department of Education.

Roles and Responsibilities of Faculty and Staff for In Person, Hybrid and Fully Remote Learning Environments:

1. To ensure continuity of learning and leverage existing resources and personnel to maximize student success

a. School Administrators shall:

Provide a safe and secure school climate that is conducive to teaching and learning.

Support teachers and counselors to meet the needs of all students and be highly visible to instill calm and confidence in all who are present in school.

Provide time for staff collaboration and planning

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

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

Assess teacher, student, and parent needs regularly.

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

Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).

Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.

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

RESTART & RECOVERY PLAN

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

b. Teachers shall:

Develop lessons that are engaging and meet the ongoing needs of students to include skill gaps of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments

Use data to inform lesson design.

Be mindful in of revised district pacing in lesson design taking into account hybrid schedules and virtual days

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

Limit group interactions to maintain safety.

Follow school building safety procedures (entering, exiting, restrooms, etc.).

Support embedding of SEL, mindfulness and PBSIS into lessons to address student needs.

Become familiar with district online protocols and platforms including the use of the Google suite, online district resources and other instructional platforms.

Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.

Provide regular feedback to students and families on expectations and progress.

Set clear expectations for remote and in-person and reinforce expectations through PBSIS

Assess student progress early and often and adjust instruction and/or methodology accordingly.

Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).

Instruct and maintain good practice in digital citizenship for all students and staff.

Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.

c. Instructional Coaches shall:

Support teachers through class collaboration, and professional development.

Support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.

d. Mentor Teachers shall:

Follow the Clifton Public Schools mentoring plan that will be modified in accordance with the schedule.

Expect to consult, collaborate, and guide new staff members through school district policy and procedures.

RESTART & RECOVERY PLAN

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

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

Continue to maintain logs of mentoring contact.

e. Paraprofessionals shall:

Support small group instruction in a virtual environment if applicable

Provide real-time support during virtual sessions

Lead small group instruction to ensure social distancing.

Assist with the implementation of adjusted schedules.

Assist teachers with providing updates to students and families.

f. Substitute Teachers shall:

Report to school on an as needed basis as assigned via AESOP.

Manage classrooms for teachers who are absent or providing instruction remotely.

Fulfill contingency staffing plans in case of sudden long-term absences and/or vacancies.

Understand roles and responsibilities for substitute teachers in both virtual and hybrid settings.

Maintain flexibility when identifying areas where additional staff may be necessary.

g. Student Teachers shall:-

Follow district and college policies, procedures and requirements

Follow all health and safety precautions

Follow district technology guidance for student teachers

RESTART & RECOVERY PLAN

Appendix P

Athletics

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

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.

Clifton High School Athletics

“Return to Play Guidelines” PHASE 1- CONDITIONING

JULY 13, 2020 THROUGH JULY 26, 2020

Clifton High School, in accordance with Guidelines from the NJSIAA, has developed the following “Return to Play” Protocols and Procedures for Phase 1. THE FOLLOWING PROCEDURES MUST BE FOLLOWED PRIOR TO THE START OF PHASE.

1. Student-athletes who presently have COVID-19, or who have tested positive for COVID-19, shall provide clearance from a physician before he/she will be permitted to participate in workouts.
2. Student-athletes who have pre-existing medical conditions and/or are immunocompromised (e.g., diabetes, asthma, auto-immune disorders, etc.) shall provide clearance from a physician before he/she will be permitted to participate in workouts.
3. The COVID-19 Pre-Participation Summer Questionnaire must be completed seven (7) days prior to the start of the first workout session. This form only needs to be completed one time. Any athlete that does not have a COVID-19 Questionnaire on file will not be permitted to participate in any workouts.
4. If you have any questions regarding COVID-19 as it relates to Athletics please contact the Head Coach of the Sport and/or our Athletic Director Tom Mullahey (973)470-2282.

CONDITIONS APPLICABLE TO ALL SPORTS DURING PHASE 1

- Pre-Screening a. Coaches and an athletic trainer will work together to conduct DAILY pre-screening all participants.
- Students must complete the daily health Google Form before they leave their home for conditioning.
- Students must maintain at least 6 feet from all other participants. Face coverings are required. Students must bring their own water bottles or district supplied personal water bottles.
- Parent/Guardian(s) must remain in the campus parking lot until the student clears the screening process.
- Any individual who answers “yes” to any question on the questionnaire, or who has a temperature greater than 100°F, shall not be permitted to participate in the workout and shall be required to return home.
- Any Individual who answers “yes” to any question on the questionnaire and/or has a temperature of 100 F or higher shall be required to provide clearance from a physician before they will be permitted to resume participation in the workouts.
- Workouts
 - a. Workouts shall be no more than ninety (90) minutes in duration and shall include a ten (10) minute warm-up, and a ten (10) minute cool down.

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- b. Only one workout per day is permitted and there must be one (1) day of rest per every seven (7) days.
 - c. All workouts shall take place outside during PHASE 1. NO INDOOR WORKOUTS ARE PERMITTED. WEIGHT TRAINING IS ALSO NOT PERMITTED DURING PHASE 1.
 - d. Access to workouts must be limited to student-athletes, coaches, and appropriate school personnel.
 - e. There shall not be any physical contact, of any kind, between student-athletes and coaches during PHASE 1.
 - f. Throughout PHASE 1, workouts shall be limited to conditioning, skill sets, and sport-specific , non-contact drills.
 - No helmets or shoulder pads are permitted.
 - All sports equipment and touchpoints (e.g., benches, agility cones, ladders, clipboards, etc.) must be cleaned and disinfected after each workout with EPA approved cleaners and disinfectants against COVID-19.
 - Locker Rooms/Restrooms
 - a. Student-athletes shall not have access to locker rooms at any time unless needed for restroom access.
 - b. Restrooms shall be cleaned and disinfected regularly with EPA approved cleaners and disinfectants against COVID-19.
- Restrooms use shall be limited to one person at a time.

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“Return to Play Guidelines” PHASE 2 – Conditioning, Skills and Drills

JULY 27, 2020 THROUGH August 14, 2020

1. Physicals and daily COVID-19 questionnaire are still required.
2. Athletes/Teams must have gone through two consecutive weeks of Phase 1 before moving into Phase 2.
3. Any individual who answers “yes” to any question on the questionnaire, or who has a temperature greater than 100°F, shall not be permitted to participate in the workout and shall be required to return home.
4. Any Individual who answers “yes” to any question on the questionnaire and/or has a temperature of 100 F or higher shall be required to provide clearance from a physician before they will be permitted to resume participation in the workouts.
5. Locker room/restroom rules from Phase 1 still apply.

CONDITIONS APPLICABLE TO ALL SPORTS DURING PHASE 2

- Phase 2 allows for increased team activities as it pertains to skills and drills development and permits schools to use indoor facilities if approved by the school district.
- Workouts shall be no more than one hundred twenty (120) minutes in duration and shall include a ten (10) minute warm-up and a ten (10) minute cool down.
- Phase 2 will last two (2) weeks from the date of the first workout..
- Only one workout per day is permitted during Phase 2.
- There must be a minimum of 2 practices for every 7 days totaling 4 practices.

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- The maximum number of practices is 6 for every 7 days totaling 12 practices.
- There must be one (1) day of rest per every seven (7) days.
- For indoor workouts, care should be taken to provide good air circulation.
- Weight Room Guidelines. A. Resistance training should be limited to body weight, sub-maximal lifts, and use of resistance bands.
- Maximum lifts should be limited, and power cages should be used for squats and bench presses.
- Weight room touch points must be cleaned both before and after use by teams and specific equipment cleaned after each athlete's use.
- Appropriate clothing should be worn in the weight room to minimize sweat transmission to surfaces. Any exposed foam or porous surfaces should be adequately covered.
- Face coverings must be worn by all staff and athletes, when not engaged in high intensity aerobic activity.

GROUPING/SOCIAL DISTANCING

- The pods from Phase 1 can be combined into a pod of 25-30 student-athletes.
- All movements must be tracked to ensure all student-athletes in a given pod are in the same Phase
- For outdoor workouts:
- More than one pod of student-athletes can be in a single area, provided there is twelve (12) to eighteen (18) feet between each pod.
- For indoor workouts:
- The total number of pods permitted will be determined by the size of the area and by calculating the maximum number of student-athletes and coaches that can maintain 6 feet of social distancing at all times.
- For indoor workouts in the weight room:
 - a. The maximum number of student-athletes in a weight training pod is 10.
 - b. The total number of pods permitted will be determined by the size of the area and by calculating the maximum number of student-athletes and coaches that can maintain six (6) feet of social distancing at all times.
- Pods must stay together throughout the entirety of Phase 2.

USE OF SPORTS EQUIPMENT

- Balls may be used throughout Phase 2 as part of the workouts.
- Balls can be dribbled, passed, caught, thrown, punted, handed off, etc. within their pods only.
- All other equipment, like sticks, rackets, bats, etc. may be used if they are the student-athletes personal equipment and should not be shared.
- Football & Lacrosse helmets may be worn during Phase 2, but mouth guards are prohibited.
- All sports equipment and touch points (e.g., balls, benches, agility cones, ladders, clipboards, etc.) must be cleaned and disinfected between users and after each workout with EPA approved cleaners and disinfectants against COVID-19.

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“Return to Play Guidelines” PHASE 3 – Conditioning, Skills and Drills

August 17, 2020 THROUGH August 28, 2020

The only difference between Phase 2 and Phase 3 is the number of participants in a pod increases from 30 to 50.

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Start of NJSIAA Season

- From August 29th, 2020 to September 13th, 2020, the NJSIAA is not allowing in person practices for fall sports. In an effort to help building and district level administrators make adjustments to the beginning of the school year, all practices/workouts for fall sports will be held virtually.
- On September 14th, 2020, fall practices will resume. Each sport will begin competition roughly 2 weeks later.
- Each sport will be allowed 1 scrimmage. Since keeping competition “local” is important, all of our scrimmages will be against Wayne Valley High School.
- Since seasons are starting later, teams will play about 60% of their regular schedules. Post season competition will be limited to a 10-14 day period which only allows for a “sectional” champion.

Transportation

- The Athletic Department will follow the district’s bussing guidelines.
- Clifton’s bussing guidelines mirror NJ Transit’s.
- Buses will be filled to half capacity to allow for social distancing.
- Everyone on the bus will wear a mask.
- Parents will be allowed to transport their children to and from games if they request to do so in writing.

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CHART OF USEFUL LINKS

Conditions for Learning		
Section	Title	Link
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President's Plan for Opening American Up Again	https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschoools-day-camps.html%20-%20page=46
	Childcare, Schools, and Youth Programs	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
	People Who Are at Increased Risk for Severe Illness	https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance
	When and How to Wash Your Hands	https://www.cdc.gov/handwashing/when-how-handwashing.html
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana
	What Bus Transit Operators Need to Know About COVID-19	https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf
	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/posters.html
Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/
	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf
	Guidance for Child Care Programs that Remain Open	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html
	General Business Frequently Asked Questions	https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf
	EPA Approved Disinfectants for Use Against	https://www.epa.gov/pesticide-registration/list-n-

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	SARS-CoV-2 (COVID-19)	disinfectants-use-against-sars-cov-2-covid-19
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	https://www.nj.gov/education/njtss/guidelines.pdf
	RTI Action Network	http://www.rtinetwork.org/
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf
Wraparound Supports	SHAPE	http://www.schoolmentalhealth.org/SHAPE/
	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Coronavirus Resources for Mentoring	https://nationalmentoringresourcecenter.org/
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/evaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
Athletics	Executive Order No. 149	http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf
Policy and Funding		
Elementary & Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtwgms.org/NJDOEGMSWeb/logo.n.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm

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Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bso/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/20-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/20-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	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
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml
Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/
Career and Technical Education (CTE)	Communicable Disease Service	https://www.nj.gov/health/cd/topics/covid2019_schools.shtml
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html