

**NORTHVALE SCHOOL DISTRICT
REOPENING PLAN**

03-3730

SUBMITTED TO THE NJDOE ON JULY 31, 2020



School Reopening Committee

Committee Member	Role within the School Community
Mr. Michael Pinajian	Superintendent
Mrs. Michelle Martino	Principal
Mr. Louis Turco	School Business Administrator/Board Secretary
Mrs. Nadine McGrath	Supervisor of Curriculum & Instruction
Ms. Kimberly Faustini	Supervisor of Special Education
Mrs. Jennifer Venditti	Board of Education President/Parent
Mrs. Nicole Cowley	Board of Education Member/Parent
Ms. Lucia Quarato	NEA President/Elementary School Teacher Representative
Mrs. Elizabeth Santos	NEA Vice President/Middle School Teacher Representative
Mrs. Joan Bohan	School Nurse
Mr. Anthony Coppola	Supervisor of Buildings and Grounds
Mrs. Sarah Kirch	PTO President/Parent
Dr. Shilpa Patel	School Physician
Chief Howard Ostrow	Northvale Police Chief/Office of Emergency Management

Conditions for Learning

1. General Health and Safety Guidelines

- In all stages and phases of pandemic response and recovery, schools must comply with Center for Disease Control (CDC), state, and local guidelines.
- Schools must also provide reasonable accommodations for staff and students at higher risk for severe illness and promote behaviors that reduce spread, such as social distancing, frequent hand washing, and the use of face coverings.

Northvale (see pages 15-18 of [state guidance](#)):

- Northvale will continue to monitor all CDC state and local guidelines and make changes as necessary.
- Northvale has purchased for each student and staff member: desk shields, face shields, disposable face masks, and antibacterial soap and disinfectant.
- Social distancing visuals will be placed on the floor to support social distancing measures as well as all non-essential classroom furniture will be put in storage to maximize classroom square footage (i.e. rugs, bean-bag chairs, small group tables).
- Students and staff members who are at high risk for serious illness will be accommodated via special, isolated instructional spaces, additional PPE, or remote learning/instruction.

2. Classrooms, Testing, and Therapy Rooms

- Schools and districts must allow for social distancing to the maximum extent possible.
- When social distancing is difficult or impossible, face coverings are required, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
- School districts must also minimize use of shared objects, ensure indoor facilities have adequate ventilation, prepare and maintain hand sanitizing stations, and ensure students wash hands frequently.

Northvale (see pages 18-21 of [state guidance](#)) :

- Social distancing visuals will be placed on the floor to support social distancing measures as well as all non-essential classroom furniture will be put in storage to maximize classroom square footage (i.e. rugs, bean-bag chairs, small group tables).
- Staff members will be encouraged to utilize outdoor spaces such as the courtyards for instruction when possible on a rotating schedule.
- Students will remain in classroom cohorts where only teaching staff will rotate and transition between classrooms. The exception to this will be for groups of students who must move based on scheduling needs. Staggered transition times will be in place to allow for appropriate and safe movement throughout the building.
- Classroom supplies will be assigned to each individual student and labeled in an individual student supply box.
- Classroom windows will be kept open (weather permitting). Classroom doors will be open at all times. Air conditioning will run simultaneously in each classroom. The air conditioning units have a fresh air component and filters will be maintained by the custodial staff according to the manufacturer's

recommendations.

- Each classroom is equipped with a sanitizing dispenser. Additional sanitizing dispensers have been ordered for placement at the main entrances and in hallways. Sanitizing dispensers are available near the student bathrooms. The K-3 classrooms also have a sink and students will be required to wash hands after the use of the bathroom or after a cough, sneeze, or blowing of nose. There is no lunch period to speak of; however, students will wash hands before eating their snack, which will take place at a designated time each day. Students will not be permitted to use the water fountains or vending machines. Students are encouraged to bring personal water bottles from home. Each student's desk is equipped with a desk shield to provide social distancing during their snack time. Since they will be eating their simple snack in the classroom sanitizing wipes will be provided to sanitize the students' desks.
- Although student desks are not exactly 6' apart, student desk shields/barriers have been purchased for every student desk. In addition, student desks are separated and in rows, facing the same direction in every classroom.
- The district will be 1:1 in September, so there will not be the sharing of technology devices. Classroom materials will not be shared.
- All students and staff will be required to wear face coverings at all times when in school, including outdoor activities.
- In therapy rooms, testing rooms, offices, and small group instructional spaces the district has installed plexiglass barriers to provide proper social distancing between the student(s) and evaluator(s)/staff member(s). Plexiglass barriers have been installed in both main offices, as well as the nurse's office.

3. Transportation

- School districts should maintain social distancing practices on buses to the maximum extent practicable and adopt best practices for cleaning and disinfecting all vehicles used for transporting students.
- If maintaining social distancing is not possible, all students must wear face coverings while on busses.

Northvale (see pages 21-23 of [state guidance](#)):

- Seating will be spaced for each student. All students (and the driver and aid) will be required to wear a mask during the transportation. There will be no shared seating. Multiple trips will be taken to ensure social distancing measures. Two buses will be utilized for transportation. The buses will be sanitized after each trip through the use of electro hydrostatic cleaning guns that have been purchased at a very high cost.

4. Student Flow, Entry, Exit, and Common Areas

- School district reopening plans should establish the process and location for student and staff health screenings.
- This should include providing physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart.
- When it is not possible to maintain physical distancing, schools must require the use of face coverings.

Northvale (see pages 23-24 of [state guidance](#)):

- There will not be any visitors permitted in the school building.

- Using the Ruvna online platform, all staff and parents will be required to complete a brief survey every morning before sending their child to school. The survey will contain contact tracing and symptom-related questions. The survey will also help alert parents for signs of illness in their child and outline when a student should remain home.
- Upon arrival, all students and staff will be required to wear face coverings and will be screened for fever (100.4 degrees) at one of four main entrances. These will be the designated temperature screening stations/entrances. Once a student has proven that he/she is fever-free, he/she will enter the building and go directly to his/her classroom/homeroom.
- There will be tape placed on the sidewalk at each of the three entrances as a visual reminder for social distancing. There will be social distancing visuals at each entrance to remind students and staff about social distancing protocol upon entering the building.
- Students and staff will be required to use face coverings at all times throughout the day.
- An aid has been hired to monitor the middle school bathrooms for grades 4-8 and ensure that no more than one student uses the bathroom at a time. She will be stationed in the hallway outside of the bathrooms. K-3 students will utilize the individual bathroom in each classroom.
- The building is covered with social distancing signage that was purchased in bulk to be a constant reminder of distance in the hallways and common areas.

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

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

Northvale (see pages 25-27 of [state guidance](#)):

- The district will adopt Strauss Essmay's Policy #1648 related to the Covid-19 pandemic and the screening of students and staff at its September 17 Board of Education meeting.
- If a student or staff member presents with a fever or other Covid-19 symptoms, he/she will be isolated in a designated room until he/she can be sent home. That room has been established solely for the purpose of isolating the student or staff member. He/she will be supervised until picked up from school and then the room will be sanitized and not utilized for 24 hours.
- If a student or staff member tests positive for Covid-19 the district will immediately notify the entire school community (maintaining the student or staff member's confidentiality) via the email notification system. Local health officials will also be notified. If a student or staff member tests positive for Covid-19, that classroom will be required to quarantine for 14 days. If there are multiple classrooms with positive Covid-19 cases, the district as a whole will quarantine for at least 14 days.

6. Contact Tracing

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

Northvale (see pages 27-28 of [state guidance](#)):

- The district will adopt a variety of policies related to the Covid-19 pandemic and the contact tracing of students and staff.
- The district will be utilizing the Ruvna Health Platform (www.ruvna.com) to survey staff members and parents at the start of each day for contact tracing purposes. The procedures for staff members and parents of students to follow are being disseminated on Thursday, August 27, prior to the start of the school year.

7. Facilities Cleaning Practices

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

Northvale (see pages 28-30 of [state guidance](#)):

- All bathrooms will be cleaned regularly while students and staff are in the building.
- Any common meeting areas (if meetings are unable to be held via Zoom) will be cleaned by custodial staff as soon as the meeting has ended.
- Student desks and chairs will be sanitized daily.
- Custodial staff will be given a checklist to complete nightly for routine cleaning of each classroom and office spaces.
- Electrostatic cleaners will be utilized for daily classroom and office space cleaning. The cleaning products will be: Performex RTU disinfectant (used with electrostatic sprayers), Enviro-Solutions (64H) hospital grade neutral disinfectant, Enviro-Solutions (84C) neutral floor cleaner, Enviro-Solutions (920C) Bio-Active restroom cleaner, and Enviro-Solutions (75C) heavy duty cleaner/degreaser.
- [Custodial Cleaning Manual](#)

8. Meals

Northvale (see page 30-31 of [state guidance](#)):

- Not applicable.

9. Recess/Physical Education

- School districts should also consider closing locker rooms and encouraging students to wear comfortable clothing and safe footwear to school so they can participate in physical education classes without needing to change.

Northvale (see page 31 of [state guidance](#)):

- Locker rooms will be closed and students will not change clothing for physical education.
- Health and wellness will be the focus of the lessons delivered. The gymnasium will be used by one physical education teacher and class while the other uses the outdoor fields and blacktop (or all purpose room during inclement weather). This will be a rotating schedule to be equitable to all and the goal will be to keep students as physically active as possible.
- As often as possible, any physical activity will be conducted outdoors (weather permitting) and will be contactless. There will be no sharing of equipment.
- Recess will be held from 12:55 - 1:15 PM every day.
- Physical Education teachers will be creating “bags” of equipment for students to use so that the equipment is not shared during unit plans. For example, each student will receive a jump rope that is only to be used by that student during the jump roping unit. After the unit is over, all equipment will be sanitized using electro hydrostatic sprayers before use by the next group of students.
- All outdoor physical and academic activities will be segregated by station locations so that cohorts of students do not mix.

10. Extracurricular Activities and Use of Facilities Outside of School Hours

- All extracurricular activities must comply with applicable social distancing requirements and hygiene protocol. External community organizations that use school facilities must follow district guidance on health and safety protocols.
- In addition to taking these steps to protect students’ and educators’ physical health, leaders must also consider the impact of social isolation on both educators and students.

Northvale (see pages 31-32 of [state guidance](#)):

- Extracurricular sports will not be held for the fall and winter seasons. The district will reassess for the spring season.
- All other extracurricular activities (fall, winter, and spring) will be explored as virtual options in which students can participate.
- The school building will not be used by any outside organization or group before, during, or after school.

Additional Areas of Focus within Conditions for Learning

Social-Emotional Learning (SEL) and School Climate and Culture

- Re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. To this end, school districts are encouraged to thoughtfully plan around the well-being of educators so they can support the social and emotional well-being and learning needs of

their students, acknowledge and prepare for the potential trauma that staff and students have faced during the COVID-19 school closures, and recognize and empower educators' and staff's strengths.

- Multi-Tiered Systems of Support (MTSS) – MTSS is a systematic approach to prevention, intervention, and enrichment in grades PK-12 for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support. In partnership with leaders and educators from districts experienced with implementing MTSS the NJDOE identified universal screening, collaborative problem-solving teams, family engagement, and data-based decision making as critical components for districts moving toward MTSS.

Northvale (see pages 32-39 of [state guidance](#)):

- **An SEL committee:** This will be formed to re-engage students, support adults, rebuild relationships and create a foundation for academic learning. This team will consist of Northvale Public School's school counselors, the Supervisor of Special Education, the Principal, multiple teachers representing various grade levels and Child Study Team members. This team will meet to discuss concerns and resources available to staff members who are in need of emotional support.
- **Educator Well-Being:** The Supervisor of Special Education, school counselors and the school psychologist will hold office hours for educators to reflect and process emotional responses to the current pandemic situation. Resources for additional help can be provided for individuals as needed.
- **Trauma-Informed Social/Emotional Learning:** Each day will begin with Morning Meeting / Advisory which focuses on the social/emotional skills necessary to promote a positive, empathetic, respectful classroom and school community. Teachers will receive training on the 4 components of morning meeting / advisory which allow all students to experience a sense of belonging and significance in the classroom. Ongoing consultation with the school behavior consultant. Mindfulness, brain breaks and activities to promote student wellness will be infused into daily schedules.
- **Professional Development:** Throughout the year, teachers will receive training that is heavily rooted in the components of Responsive Classroom. The focus for the 2020-2021 school year will be on Morning Meeting/ Advisory which addresses community, belonging and acceptance. Resources for mental health/wellness activities and routines to be provided ongoing for staff.
- **Northvale Public School Intervention and Referral Services Team:** The current team consists of the Supervisor of Curriculum and Instruction, the Principal, the Supervisor of Special Education, one general education teacher, one special education teacher, one guidance counselor and the school nurse. This team will continue to meet monthly to implement required intervention and referral services.
- **Universal Screening:** Before completing a universal screening, the I&RS team will look through the [Virtual Learning Form](#) created for individuals struggling during the pandemic from March 2020-June 2020. This will guide teacher instruction and help to identify regression. The Universal Screening Tool utilized for students in grades K-8 will be Aimsweb. This program quickly identifies areas of weakness and regression in both Math and ELA. Students will be given this assessment in the Fall 2020, Winter 2020 and Spring 2020. The program also allows for progress monitoring goals to be set throughout the year.
- **Collaborative Problem-Solving Teams:** The district I&RS team will be considered the Collaborative Problem-Solving Team. The ESL teacher will be utilized for input when discussing students with ELL needs.
- **Family Engagement:** Families will be included when students are referred to the I&RS team and are in need of support.
- **Data-Based Decision Making:** The district will utilize the [Northvale I&RS Protocol](#) to make data-based decisions.

Wraparound Supports

- Wraparound services differ from traditional school-based services in their comprehensive approach to addressing the academic, behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment.
- These can include mental health support, primary health and dental care, family engagement, expanded before-school and after-school and summer learning time, and mentoring programs.

Northvale (see pages 39-43 of [state guidance](#)):

- The SEL committee will establish a file of resources for families to include; mental health support outside of school, tools for parents when faced with behavior, school work, and emotional challenges at home.

Food Service and Distribution

Northvale (see page 43 of [state guidance](#)):

- Not applicable.

Quality Child Care

Northvale (see pages 43-44 of [state guidance](#)):

- Not applicable.

Leadership and Planning

Establishment of a Pandemic Response Team

- School districts should establish school-based Pandemic Response Teams in each school to centralize, expedite, and implement COVID-19-related decision-making.
- Each school team should have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
- Members of the school teams should include a cross-section of administrators, teachers and staff, and parents.
- Pandemic Responses Teams should represent a cross-section of the school and district, including its gender and racial diversity. (If a school has an existing crisis response team, that team could serve as the Pandemic Response Team.)
- If a school or district does not have an existing crisis response team, schools should establish such a Pandemic Response Team to support all planning, management, and decision making related to the school's COVID-19 response actions.

Northvale (see pages 47-48 of [state guidance](#)):

- The Reopening Committee (page 2 of reopening plan) will serve as the Pandemic Response Team as well as the Crisis Response Team at Northvale Public School. Additional members include the district's

guidance counselors, Jeanne Griffin and Katherine Dodds. Additional community members may also be included.

Scheduling

- The NJDOE recognizes that a one-size fits all plan to accommodate hybrid or remote learning is neither feasible, nor appropriate, and is committed to supporting school leaders in developing their plans to reopen schools.
- These plans should enable all students to have access to high-quality in-person/hybrid instruction that also prepares for the possibility of a return to all virtual instruction should the need arise.
- School districts are required to meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
- When developing school reopening plans, special populations will require unique considerations to ensure the continuity of learning as well as the health and safety of students and staff within the least restrictive learning environment.
 - Special Education and ELL: Provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. Continue ensuring that students receive individualized supports that meet the requirements of the IEP and 504 Plans.
- 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. School districts should accommodate educators teaching both 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.

Northvale Implementation Strategy (see pages 49-54 of [state guidance](#)):

Northvale's approved 2020-2021 school calendar certifies 181 student-contact days.

In-Person

- The school day will run in-person instruction from 8:30 AM - 12:30 PM
- All health, safety and wellness guidelines for students and staff were considered in the development of the schedule.
- The continuity of learning will be maintained throughout the K-8 school.
 - K-4 students will remain with their cohort (when possible) and will receive instruction from 8:30 AM -12:30 PM that encompasses a full breadth of courses including core subjects and special area classes. During the four hour period, there will be seven classes scheduled. The lunch and recess period planned for a full day return to school was removed and period time was truncated.
 - 5-8 students will remain with their cohort (when possible) and will receive instruction from 8:30 AM -12:30 PM that encompasses a full breadth of courses including core subjects and special area classes. During the four hour period, there will be seven classes scheduled. The lunch and recess period planned for a full day return to school was removed and period time was truncated. Movement of students will be reduced to two or fewer times throughout the day.
- Communications and resources are available for all students on an equal basis as devices will be supplied to all students with a 1:1 ratio.
- Varying circumstances and needs of learners will be accommodated through adherence to I&RS plans,

IEPs and 504 accommodation plans. BSIP instruction and ELL instruction is also available according to the parameters listed above.

- Teachers have common planning time daily both during the four hour in-person school day and/or during afternoon hours in a remote setting.
- Afternoon hours will encompass a hybrid of remote common planning time, small group instruction, review of concepts and remote instruction for students opting to remain home for full remote learning. These schedules will be developed in accordance with state and district guidelines as well as student needs.
- Access to technology was considered and the district will provide devices on a 1:1 ratio.
- Professional Development will be ongoing through the Northern Valley Curriculum Center as well as through district training facilitated by administration.
- Class schedules were designed to allow for a seamless pivot to full remote instruction should the need arise.

Virtual

- The school day will offer virtual learning from 8:30 AM - 12:30 PM.
- The continuity of learning will be maintained throughout the K-8 school.
- The schedule will remain consistent with the in-person schedule for easy transition between in-person and virtual learning
- Teachers will structure their live-sessions based on the needs of students (i.e. small group, individual sessions, whole group)
- Should the district need to pivot to an all remote learning schedule, students will follow this virtual schedule. The schedule will be assessed for effectiveness before exploring an increase to a full day.

[Reopening Sample Student Schedules](#)

Staffing

- Mentoring
- Staff evaluations
- Certification
- Roles and Responsibilities
 - Instructional Staff Should:
 - Teacher leaders or instructional coaches:
 - Mentor Teachers:
 - Administrators
 - Educational Services:
 - Paraprofessionals
 - Substitutes:

Northvale (see pages 54-57 of [state guidance](#)):

- See [Northvale Mentoring Plan](#) attached
- Staff evaluations will continue as usual using the Marshall Evaluation Tool
- [Roles and Responsibilities for Staff](#)

Educator Roles Related to School Technology Needs

- To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, districts should:
 - Designate staff members to provide ongoing support with technology to students, teachers and families.
 - Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.
 - Survey teachers and families to determine technology needs/access (consider those that have access, but maybe sharing personal devices with others).
- To the extent possible, provide district one-to-one instructional devices and connectivity.
- Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials)

Northvale (see pages 58-60 of [state guidance](#)):

- The district’s technician will provide ongoing support with technology to students, teachers and families.
- Northvale Help Desk (northvalehelpdesk.nvnet.org) will be utilized to assist staff members with technology issues that arise.
- Technology surveys were sent to parents during the initial pandemic and additional surveys will be sent if necessary.
- Students in grades K-8 will be 1:1.
- Online subscriptions shared via e-mail by the school media specialist with teachers to utilize during both in-person and virtual instruction.

Student Teachers-If Applicable

- Survey potential student teachers over the summer to determine technology needs/access.
- Provide district loaner devices (where possible) or work with partner institutions to provide loaner devices.
- Prior to the start of the school year, provide district email addresses and access to online platforms
- Train student teachers to use technology platforms.
- Communicate district expectations/guidelines regarding professional online etiquette/ interactions with students.
- Communicate district expectations/guidelines regarding professional online etiquette/ interactions with students. Survey assistant teachers to determine technology needs/access (Preschool).
- 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

Northvale (see pages 58-59 of [state guidance](#)):

- Not applicable

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.

Northvale (see page 60 of [state guidance](#)):

- Not applicable.

Policy and Funding

Elementary and Secondary School Emergency Relief Fund

- The federal “Coronavirus Aid, Relief, and Economic Security” (CARES) Act established the Elementary and Secondary School Emergency Relief (ESSER) Fund to provide direct money to school districts and provide funding to support areas impacted by the disruption and closure of schools from COVID-19.
- Under the law, \$310.4 million has been allocated to New Jersey, the majority of which will in turn be provided to school districts as subgrants. Allocations to districts are based on their shares of Title I, Part A funding.
- Under federal law, these funds may be used for allowable costs incurred starting March 13, 2020 and must be obligated no later than September 30, 2022. The CARES Act enumerates 12 allowable uses for these funds.
- The law authorizes expenditures that are more directly related to the current health emergency, including purchasing educational technology to support remote instruction, supplies for cleaning and sanitizing buildings, and supplemental instructional programs. Districts should avail themselves of this flexibility to address their specific needs

Northvale (see page 61 of [state guidance](#)):

The district received \$31,000 in CARES Act funding and has already spent the funds in preparation for the 2020-2021 school year. The funds were spent on:

1. Plastic desk shields for every student
2. Plastic partitions for the main offices
3. Face shields for every student and staff member
4. Face masks for every student and staff member
5. Cleaning supplies (electrohydrostatic sprayers, sanitizer, gloves, etc.)
6. Chromebook computers (district will be 1:1)

Federal Emergency Management Agency

- Public Assistance the Federal Emergency Management Agency (FEMA) administers the Public Assistance program, which provides financial assistance to eligible applicants for a portion of costs incurred in responding to a declared emergency.
- Due to the COVID-19 pandemic, such an emergency declaration was made for the entire country on March 13, 2020. Under this program, FEMA will reimburse 75 percent of eligible expenses that are a direct result of the declared emergency.

- A district may apply for assistance through the website maintained by the New Jersey Office of Emergency Management. While there is currently no deadline for applying under the current emergency declaration, districts are encouraged to submit an application as soon as possible.

Northvale (see page 62 of [state guidance](#)):

- The district is in the process of applying to FEMA for COVID-related expenses

State School Aid

- The total amount appropriated for K-12 State aid is essentially unchanged from the 2019-2020 school year. The State aid reductions included in the original February 27 aid notices will still occur and will be apportioned among “underfunded” districts.
- As in prior years, the NJDOE will consider changes in State aid relative to the amounts included in the February 27, 2020 State aid notices as a mid-year budget adjustment, leaving the original budget certified for taxes intact. Districts should be prepared to revise their budgets in their internal accounting records to reflect revised State aid amounts following the enactment of the appropriations act.

Northvale (see page 63-64 of [state guidance](#)):

- As a result of the decreased state aid, adjustments will be made to the budget in various areas.

Purchasing

- School districts will likely need to purchase items not needed in the past (e.g., personal protective equipment or cleaning supplies to sanitize facilities) and experience increased demand for previously purchased goods and services (such as technology).
- Given the broad need for certain items, school districts may be able to purchase items at a lower cost by either purchasing through an established State contract or through a cooperative purchasing consortium.
- Districts may collaborate to create new arrangements or use one that already exists (several educational services commissions operate cooperative purchasing programs). School districts must continue to abide by the provisions of the “Public Schools Contract Law,” N.J.S.A. 18A:18A-1 et seq.

Northvale (see page 64 of [state guidance](#)):

The district received \$31,000 in CARES Act funding and has already spent the funds in preparation for the 2020-2021 school year. The funds were spent on:

1. Plastic desk shields for every student
2. Plastic partitions for the main offices
3. Face shields for every student and staff member
4. Face masks for every student and staff member
5. Cleaning supplies (electrohydrostatic sprayers, sanitizer, gloves, etc.)
6. Chromebook computers (district will be 1:1)

In addition to appropriated funds from the CARES, Northvale Public School extended a variety of online subscriptions and materials to enhance remote learning. Additional adjustments will need to be made within

the budget to accommodate these purchases.

Use of Reserve Accounts, Transfers, and Cashflow

- As a result of the COVID-19 pandemic, school districts may encounter fiscal uncertainty with respect to possible disruptions in the receipt of anticipated revenues or unforeseen expenses.
- To the greatest extent possible, districts should consider making expenditures from various accounts or overbudgeted line items to meet unanticipated costs and to manage their cash flow.
- School districts may be able to use funds on deposit in their emergency reserve accounts to finance unanticipated expenses that arise as a result of the COVID-19 pandemic. Similarly, districts may use the maintenance reserve for required maintenance pursuant to N.J.A.C. 6A:23A-14.2, freeing other funds to be used to meet other needs.
- As districts' budgetary needs and priorities shift, may need to reallocate planned expenditures across different line item appropriations. Under the provisions of P.L.2020, c.34, the Director of Local Government Services in the Department of Community Affairs has the authority to extend the date under which a municipality is required to transfer tax revenue to school districts (and other units of government) during a period of a declared state of emergency or public health emergency. In the event that such a delay is granted, the law requires that the municipality pay a percentage, to be determined by the Director in consultation with the Commissioner, of the full amount due to the district in accordance with the original timeframe.
- Additionally, districts should be mindful that certain budget actions, such as withdrawing from the emergency reserve or making transfers that cumulatively exceed 10 percent of the amount originally budgeted, require the Commissioner's approval. These requirements are statutory and cannot be waived by the NJDOE, and districts should not presume that such approval will be automatic.

Northvale (see page 64-65 of [state guidance](#)):

- Northvale Public School will follow protocol of reutilization of maintenance and capital reserves as needed in the event municipal tax payments are delayed.

Costs and Contracting

- All school districts are strongly encouraged to participate in the federal E-rate program.
- Through an annual application process, eligible schools and libraries can request funding support for two categories of service.
 - Category One funding support is available for high-speed internet access, data transmission services, and modulating electronics used to transmit data within a school district's network.
 - Category Two support helps to fund purchases of data and wireless network equipment, firewall equipment, routers, cabling, related installation, training services, as well as other types of equipment.
- When school districts procure devices and connectivity or any technology-related item, they must follow all New Jersey State laws and regulations that are applicable to local school districts for procurement. School districts should consider using cooperative contracting when possible.

Northvale (see page 65-72 of [state guidance](#)):

- Northvale Public School has utilized the federal E-rate funds to improve the technology infrastructure.

Continuity of Learning

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

- 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.
- School districts should communicate frequently with the families of students with significant medical risk factors to determine if additional precautions or unique measures are necessary prior to a student's return to school.
- 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.
- 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.
- IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- The use of school guidance department staff and child study team personnel to identify students whose post-secondary 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.
- Clear communication to parents/guardians 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.

Northvale (see page 73-74 of [state guidance](#)):

- Members of the CST or 504 team will communicate with families and review health needs of medically fragile students cleared to return to school and address any additional needs due to the pandemic. Some considerations may be preferential seating, support staff to assist students with disinfecting and spacing from others, staggered times for transition and movement, and any other possible requests will be reviewed.
- Supervisor of Special Education will meet with special education teachers and case managers to establish assessment tools to be used as well as review IEP goals/progress reports as a means of identifying students progress and/or regression of skills.
- Virtual Learning Tracking forms, therapist/teacher observation, work samples and parent input will be considered when assessing students for compensatory services to recoup skills or address regression.
- The IEP team developed a working document that provides detailed information about open evaluations, timelines, and any outstanding testing needed as well as follow up testing.
- The Child Study Team/504 coordinator will communicate with each parent as referrals are made to review timelines and the plan for eligibility determination if traditional evaluations cannot be conducted due to a school closure.

Technology and Connectivity

- Conduct a needs assessment.
- Determine the number of students that will require district-provided devices and/or internet access in order to access remote education.
 - It is important to consider the technological needs of all students, including those with learning disabilities, assistive technology needs, and language barriers.
- Consider the attendant needs associated with deployment of needed technology, including student and parent training and acceptable use policy implementation.
- Prioritize the purchase and roll-out of devices and/or connectivity that may improve learning based on the results of the needs assessment.
- The information provided in this section, along with funding options in the School Funding section, provide strategies for maximizing available funding to ensure students have access to devices and internet connectivity to improve remote instruction.

Northvale (see page 74-76 of [state guidance](#)):

- All students (K-8) will be 1:1 with a district-issued Chromebook computer.

Curriculum, Instruction and Assessments Virtual and Hybrid Learning Environment—Curriculum

As noted in the [TNTP Learning Acceleration Guide](#):

- Prioritize the most critical prerequisite skills and knowledge for each subject area and grade level now.
- Train your teachers and leaders to evaluate students' unfinished learning and provide acceleration support.
- Plan your approach to diagnosing students' unfinished learning in that prerequisite content knowledge and those prerequisite skills. Keep in mind that during virtual instruction, the type of learning experiences that are appropriate will vary based on grade band and content area.
- Adapt the scope and sequence/pacing for each subject area and grade level to accommodate where teachers might need to provide acceleration support.
- Monitor your students' progress on grade-appropriate assignments and adjust your supports for teachers and leaders based on student results.

Northvale (see page 76-78 of [state guidance](#)):

- In the Fall 2020, teachers will utilize the Aimsweb program to assess students' areas of strengths and weaknesses. The Aimsweb program allows for teachers to see a snapshot of a student profile in both Math and ELA. All teachers in Kindergarten and First graders have been trained to assess utilizing the Aimsweb program and will be provided time to assess students. Our Basic Skills Intervention Teachers will assess students in grades 2-8 to measure academic regression and gaps. Utilizing the score snapshot, teachers will then meet in grade level Professional Learning Communities to discuss priority standards developed by the Northern Valley Curriculum Consortium.
- Teachers must ensure that priority standards are taught and time will be spent reviewing concepts for students in need of prior curriculum. In addition, all students who were in the Basic Skills Intervention program in 2019-2020 remained in the program for 2020-2021 to provide small group instruction to students who are "at-risk." Northvale's I&RS team will serve as the Diverse Acceleration Planning Team to discuss how Northvale students can accelerate forward and will provide professional development and resources to the teachers.

- Teachers will assign assignments utilizing Google Classroom both in-person and virtually. This will allow students and teachers to create consistency amongst assigning and submitting assignments. Standards-based report cards in grades K-4 will align with assignments given. Lesson plans will be submitted by all teachers through Google to ensure assignments target grade level standards. Feedback provided to students should be specific regarding the goal of the assignment.

Curriculum, Instruction and Assessments

Virtual and Hybrid Learning Environment—Instruction

- Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (e.g., hybrid approaches to instruction, virtual platforms, learning management systems) and expectations for interactions (e.g., connecting with students and their family) to ensure all students have access to high-quality instruction.
- Design for student engagement and foster student ownership of learning:
 - Develop students’ meta-cognition (parents may be able to provide some insights on how students understand how they learn best).
 - Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction:
 - Assess the district’s data on how English language learners experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
 - Assess English Learners’ levels of engagement and access in an in-person, virtual, or hybrid learning environment.

Northvale (see page 78-80 of [state guidance](#)):

- Northvale Public School students will have access to high-quality instruction through a schedule that allows for all subjects: Reading, Writing, Math, Science, Social Studies and Science to be taught throughout the four hour school day. The first professional development day for staff will consist of various conversations regarding instruction. Our schedule allows for block periods of time for teachers to teach both ELA and Math; therefore, core instruction will be the center goal and this will be communicated with the entire staff as well as parents.
- The schedule was created with the unique needs of both elementary and middle school students as well as providing time for social-emotional well being support.
- The [Northvale Local Library](#) has various programs that run throughout the summer as well as the year to ensure students have access to resources and books.
- Various professional development opportunities will be dedicated to developing student engagement as well as fostering ownership of learning. Teachers will focus on students’ strengths and will scaffold instruction when necessary. Feedback will be at the center of instruction where teachers are providing conferences with students to accelerate learning.
- Pre-assessments will be the focus of Fall 2020 where teachers will use these assessments as tools to guide instruction.
- Study Skills will be provided in grades 5-6 and 7-8 where needed for students to develop skills such as self-regulation, time management, goal setting and effective teamwork.
- Clear and flexible expectations will be provided for teachers based on the appropriate grade level. Meaningful assignments should be given to students and small group instruction will be incorporated into all learning environments.
- Teachers will focus on mastery of standards by using the priority standards at each grade level as well as

the standards-based report card system.

- Teachers will be prepared for complete remote instruction utilizing Google Classroom from Day 1 of instruction. Teachers will also be prepared to provide screen casting videos as well as live sessions if teachers are switched to remote instruction at any point in the school year.
- Teachers will have access to high-quality resources that were ordered as part of their budgets based on grade level needs.
- Utilizing the [Virtual Learning Form](#) from March 2020-June 2020 to reacclimate to in-person learning and adjust to new instructional models and schedules.
- Collaboration with school leaders and educators will be ongoing to determine supports needed for effective pedagogical approaches during both remote and hybrid instruction.
- Literacy blocks will be available within the schedule for students to link concepts together within and across grades.
- Regular time will be provided to collaborate with colleagues through monthly Professional Learning Communities as well as common planning time within the schedule.
- The ESL teachers will also utilize the Virtual Learning Forms to assess instruction during both remote or hybrid learning. Newcomer students and students with lower English language proficiency levels will be communicated with more frequently to ensure students are engaged and have access to in-person, virtual or hybrid-learning environments.

Curriculum, Instruction and Assessments

Virtual and Hybrid Learning Environment— Assessment

- Communication:
- Inventory Sources of Current Student Performance Data:
- Develop Hypotheses:
- Determine Appropriate Assessment Tools:
- Develop Assessment Strategy:
- Professional Development:
- Educator Planning Time:
- Data Analysis:
- Feedback Loops:

Northvale (see page 80-82 of [state guidance](#)):

- Northvale Public School will utilize various assessment tools to help inform instructional plans with respect to aps in mastery of standards while continuing to move students forward at current grade-level.
- Aimsweb will be a primary tool for each grade level. Reading A to Z will be utilized by ELA teachers to avoid the use of shared classroom libraries.
- **Communication:** Strategies and rationale will be provided to parents and other members of the local education through the Blackboard communication system.
- **Inventory Sources of Current Student Performance Data:** In Fall 2020, teachers will create their Student Growth Objectives and benchmark data such as quizzes, exit slips, student observations will provide multiple points for teachers to create end of year goals.
- **Develop Hypothesis:** Teachers will meet in Professional Learning Communities (virtually) to interpret the data and develop hypotheses about factors contributing to students' performance and the specific actions that can be taken to meet students' needs.
- **Develop Appropriate Assessment Tools:** [K-8 Assessment Tools](#)

- **Develop Assessment Strategy:** Students will be assessed in the Fall, Winter and Spring and will be progress monitored in between each assessment window.
- **Professional Development:** Teachers will meet in Professional Learning Communities (virtually) utilizing the CAR model to help drive collaboration in both [ELA](#) and [Math](#).
- **Educator Planning Time:** Teachers will meet in Professional Learning Communities (virtually) to collaborate and plan for developing pre-assessments which will complement the initial instructional units that will be covered as schools reopen in the fall.
- **Data Analysis:** Faculty meetings will focus on building staff culture for collaborative analysis of data to confirm or refute hypotheses, inform additional questions that need to be answered, and to establish next steps.
- **Feedback Loops:** This process will be repeated throughout the school year to drive instruction.

Professional Learning

- It is imperative that districts provide professional learning that will better equip leaders, staff, substitutes, students, and parents/caregivers with the resources necessary to adapt to altered educational environments and experiences.

Northvale (see page 82-84 of [state guidance](#)):

- **Professional Learning Prior to the Beginning of the School Year:** Teachers will have two professional development days prior to the start of the year. There will be various trainings available to teachers that focus on consistent technology (Google Classroom). Teachers in grades K-1 will also be trained in Phonics First to address the reading needs of students in these grade levels. Furthermore, math teachers in the district will be trained in Big Ideas to create consistency and fill the foundational gaps in learning. In addition, teachers will be trained in utilizing Responsive Classroom to address the social-emotional needs of the students at Northvale. Novice provisional teachers, teachers new to the district and other new staff will be part of the Northvale Teacher Orientation Program that meets each month to discuss topics that arise as a new staff member as well as provides support to the new staff members.
- **Professional Learning Throughout the School Year:** Professional learning will focus on growing each educators' professional capacity to deliver developmentally appropriate, standards-based instruction. There will be monthly faculty meetings that will focus on topics that would benefit the whole district as well as monthly Professional Learning Communities that will focus on grade-level concerns and initiatives that arise throughout the school year.
- **Students with Disabilities:** Professional learning will focus on assessments and resources that special educators can utilize in their classrooms to address regression and progress. Support staff will be utilized to help maintain and reinforce skills.
- **English Language Learners:** Professional development will focus on providing interactive lessons for ELL students with a focus on connecting with these particular students. Online resources such as Quizlet, Quizizz, Brainpop, Discovery Education, Flip Grid, Reading A-Z, Imagine Learning and IXL will be available to students. Parents will receive email notifications as well as directions for logging onto all resources in both English and translated.
- **Students without devices and/or Internet:** Not applicable, 1:1 district K-8
- **Undocumented Students:** Professional development for teachers of these students will be offered on an as needed basis and would focus on meeting their social-emotional needs.
- **Input and Collaboration of Stakeholders:** Northern Valley Curriculum Consortium sent a survey to staff members regarding professional learning opportunities needed by educators.

- **Professional Development Plans:** Teachers will submit Professional Development Plans for the 2020-2021 school year. These plans can revisit goals from the 2019-2020 school year and may focus on the learning goals in response to the pandemic crisis.
- **Mentoring and Induction:** [Northvale Mentoring Plan](#)
- **Evaluation:** Northvale will follow the Marshall Evaluation Tool. The administration will create an observation schedule that will adapt to the needs of a hybrid model.

Career and Technical Education (CTE) - Career and Academic Pathways

- When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of New Jersey Student Learning Standards, CTE Core Content Standards, industry certifications, college credit agreements, etc.
- Programs should focus on positioning students to independently extend their learning with direction and guidance from their teachers, with the goal of preparing students for careers and postsecondary success.
- As a significant indicator of CTE program quality, recognized postsecondary credentials are a new programmatic requirement in the New Jersey Perkins V State Plan. 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

Northvale (see page 84-89 of [state guidance](#)):

- Not Applicable

Work-Based Learning

- Transitioning to in-person work-based learning (WBL) will require collaborate by state, regional and local partners to ensure a safe and healthy workplace learning environment.
- Students must be provided the opportunity to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person.
- Districts should consider work-based learning opportunities in all categories addressed in administrative code.

Northvale (see page 84-89 of [state guidance](#)):

- Not Applicable

Career Advisement and Development

- Strong career advisement in conjunction with business and community partnerships lead to high-quality CTE programs and provides students access to essential work-based learning opportunities.
- These essential components of CTE programs cannot be compromised in a time of increased social distancing, so modifications must be developed to maintain program quality. Districts should consider career advisement and development in all categories addressed below.

Northvale (see page of 84-89 [state guidance](#)):

- Not Applicable.

