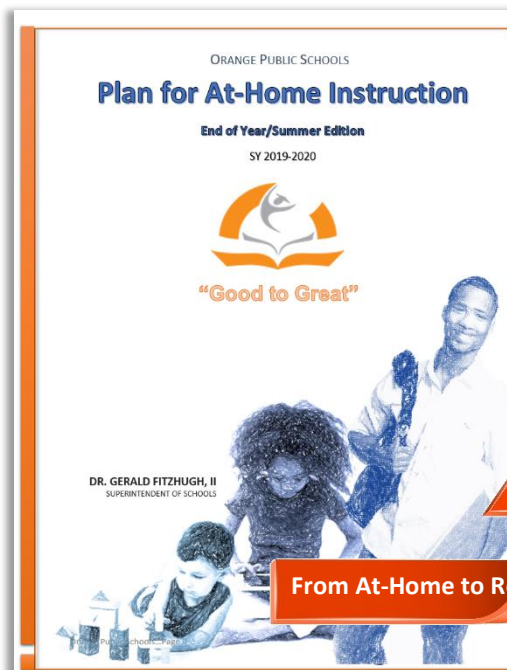


The Orange Public Schools School Reopening Guidelines 2020-2021

Restore

Redesign

Restructure



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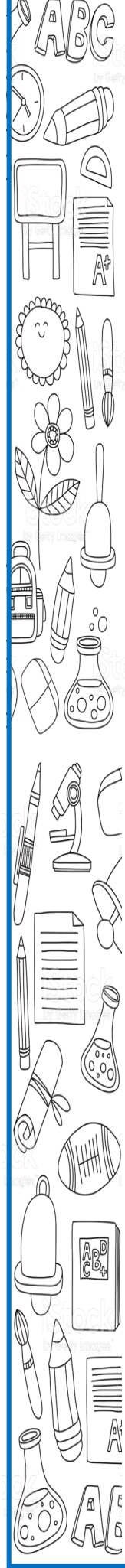


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SAFETY FIRST



I want to thank you for your continued support of the Orange Township Public School District. Again, we are committed to the health and safety of all stakeholders that enter our doors. The most current information as it relates to the Coronavirus as well as preventative measures are posted on the district website, www.orange.k12.nj.us, on the COVID-19 Resource Page. We will continue to update the district website accordingly as more information becomes readily available.

Educationally yours,

Gerald Fitzhugh, II, Ed.D.

Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools



The following pages describe, in detail, the District's plan for reopening schools. While the plan is sound in its consideration of the health and safety of all staff and students, it is based on current research, guidance from the State and the Center for Disease Control, and other valuable inputs. The District reserves the right to amend the plan as updates are provided.



“PLAN A”



Accelerated
Reentry

The Orange Public Schools School Reopening Guidelines At a Glance

(Full details of reentry begin on page 29 of this plan)

Full
Remote



Provides 100% online instruction taught by Orange teachers

or

Hybrid



Phase 1:
100% Virtual

Phase 2:
Soft Launch

Phase 3:
Staggered
Reentry

Phase 4:
Full Reentry

Families can choose from two pathways, (A) full remote learning that allows a family to opt into a fully online curriculum or (B) a hybrid of in-person and remote learning.

Note: Parents must register for the Full Remote option at www.orange.k12.nj.us.



Full Remote

Within this model, students engage in virtual instruction as guided by their teacher(s).

Students, from home

- ✓ Log into the weekly synchronous lessons led by their teachers
- ✓ Routinely check appropriate Google Classrooms and emails for information on courses, assignments, and other resources on a daily basis
- ✓ Attend and participate in any check-in times offered by their teachers
- ✓ Engage in the virtual platforms with academic honesty, integrity, and according to the District's Acceptable Use Policy
- ✓ Submit all assignments in accordance with provided protocols, timelines and/or due dates



Hybrid

Phase 1: 100% Virtual Learning

September 8 – September 18 (2 weeks)
All teaching/learning is done virtually

Phase 2: Soft Launch

September 21 – October 2 (3 weeks)
For all pre-identified students (SWD's, ELLs, Tier III, etc.)

Phase 3: Staggered Reentry

October 5 – October 16 (2 weeks)
Select students-on-site with staggered schedules

Phase 4: Full Reentry

October 19 – June 2021 (Remainder of the school year)
All students-on-site with staggered schedules

The most important impact that we can have on our students and staff during the pandemic is on their health, safety, and well-being. Protocols and guidelines have been put in place to ensure the health and safety of the district's students and staff.

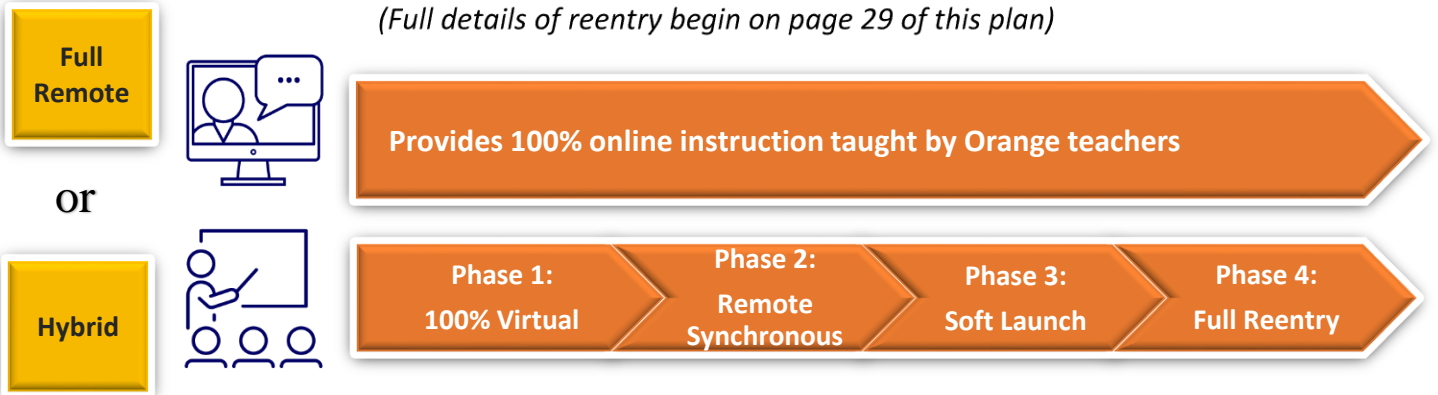
“PLAN B”



Decelerated
Reentry



The Orange Public Schools School Reopening Guidelines At a Glance

(Full details of reentry begin on page 29 of this plan)



Families can choose from two pathways, (A) full remote learning that allows a family to opt into a fully online curriculum or (B) a hybrid of in-person and remote learning.

Note: Parents must register for the Full Remote option at www.orange.k12.nj.us.

 Full Remote	 Hybrid
<p>Within this model, students engage in virtual instruction as guided by their teacher(s).</p> <p>Students, from home</p> <ul style="list-style-type: none">✓ Log into the weekly synchronous lessons led by their teachers✓ Routinely check appropriate Google Classrooms and emails for information on courses, assignments, and other resources, on a daily basis✓ Attend and participate in any check-in times offered by their teachers✓ Engage in the virtual platforms with academic honesty, integrity, and according to the district's Acceptable Use Policy✓ Submit all assignments in accordance with provided protocols, timelines and/or due dates	<p>Phase 1: 100% Virtual Learning September 8 – October 2 (4 weeks) All teaching/learning is done virtually</p> <p>Phase 2: Remote Synchronous October 5 – November 25 (7 weeks) Teachers only are onsite 2 days per week providing virtual instruction; support staff (guidance, CST, social workers, attendance officers), nurses, TC's, secretaries are onsite 4 days per week.</p> <p>Phase 3: Soft Launch November 30 – December 23 (3.5 weeks) For all pre-identified students (SwD's, ELLs, Tier III, etc.)</p> <p>Phase 4: Full Reentry January 4, 2021 – end of year (Remainder of the year) All students-on-site with staggered schedules</p>

The most important impact that we can have on our students and staff during the pandemic is on their health, safety, and well-being. Protocols and guidelines have been put in place to ensure the health and safety of the district's students and staff.



Research

The COVID-19 pandemic has changed the landscape of education more dramatically than any other phenomenon in the history of our school system. An event of this magnitude will definitely impact how we provide education to students. The new normal of school operations may be measured in terms of before and after the pandemic. Today, daily school operations will likely include increased health and hygiene measures such as wearing masks, temperature checks, hand-washing, frequent sanitization, and social distancing, especially for elementary students. In addition, elementary playground areas may be marked for social distancing along with areas within schools. Enhanced cleaning procedures and sanitization measures will likely be necessary on a more frequent basis.

Reduced class sizes may be expected to become the norm, consisting of students placed in the smallest classrooms possible with desks that are placed six feet apart. Additional considerations will be given to holding classes outdoors, in the gymnasium, and other spaces when possible. Large school assemblies may not be possible and school dances and school functions reduced. Special areas such as art, health, and physical education may be offered remotely via video chat along with parent/teacher conferences, discipline conferences, 504, and IEP meetings. Considerations and adjustments in parental involvement in school activities may occur. Along with a reduction or elimination in the liberty of parents entering schools. The response to changing situations will also require creative planning supported by research.

Research supports a variety of approaches to reopen schools. These methods allow students to receive instruction in a way that safely “picks back up” where students left off, while maintaining appropriate guidelines for the health of students and staff.¹

<http://marylandpublicschools.org/newsroom/Documents/MSDERecoveryPlan.pdf>

¹ From, The Maryland State Department of Education, " Maryland Together: Maryland’s Recovery Plan for Education; Covid-19 Response and the Path Forward," last modified June 2020,



INSTRUCTIONAL INTERVENTIONS

The way instruction is delivered can have a larger effect than any particular curriculum or textbook. Specifically, on average, one-on-one tutoring and/or small group direct instruction can be more effective in raising student achievement than a specific curriculum and/or set of instructional materials. Time when students are not in school may therefore, be better utilized in one-on-one or small-group synchronous sessions, rather than whole-class synchronous work and/or asynchronous learning. Further research suggests that paraprofessionals and instructional aides can deliver one-on-one and small group instruction as effectively as teachers, which may assist school systems in determining staffing decisions if resources and/or personnel are limited.

http://www.bestevidence.org/word/elem_math_Oct_8_2018.pdf



MENTAL AND EMOTIONAL WELL-BEING

Research shows the importance of mental and emotional well-being for students and staff, which has both psychological and ultimately academic outcomes. Access to school counselors and school-based health clinics helps students. Counselors and school based health centers will play an extremely important role in the adjustment period when buildings reopen.

<https://link.springer.com/article/10.1007/s12310-013-9116-2>

<https://onlinelibrary.wiley.com/doi/abs/10.1002/pam.20528>

<https://www.youtube.com/watch?v=Pzxtx-M8Rg&feature=youtu.be>

Reentry, Responsiveness, and Supporting Transitions for Students

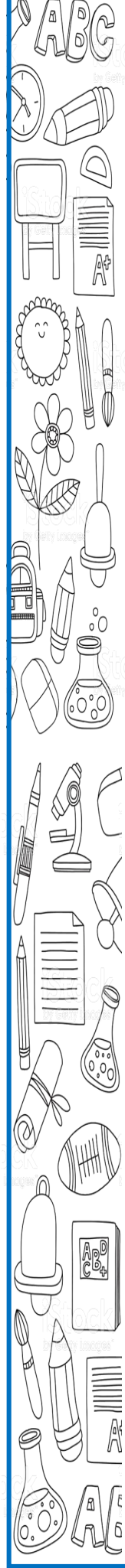
Transitions are important every year, and they will be even more important this fall returning from continuous remote learning to in-person instruction in buildings. The Orange Public Schools supports gradual, well-timed transitions in a safe, responsible, and culturally responsive manner and will engage students, families, and communities in the process of identifying needs and supports.

Actions for Implementation include

- ✓ Establishing plans for a carefully designed transition from continuous remote learning to face-to-face learning
- ✓ Considering a fully virtual format then leading into a “soft opening” for gradual re-entry
- ✓ Phasing in a more robust opening with continuous remote learning
- ✓ Building a more effective and sustainable continuous remote learning model that will be ready to be deployed in the event that schools are required to be closed again for long periods of time
- ✓ Identifying and prioritizing which student groups face the largest opportunity gaps
- ✓ Planning for consistency in schedules and routines for students who struggle with change; providing opportunities for additional supports for well-being
- ✓ Leveraging resources for student and staff transition

RE-ENTRY PLAN FOCUS AREAS





2 Options for
Families ...

100%
Remote learning
or
Hybrid

25% of
students in
building on any
given day

no more than 2
days per week
onsite for teaching
staff and students

10:1 ratio of
students to
teachers in a
classroom

6 feet of space
between student
desks

Grades 1 - 12
Minimum of 4
hours of
instruction per
onsite day

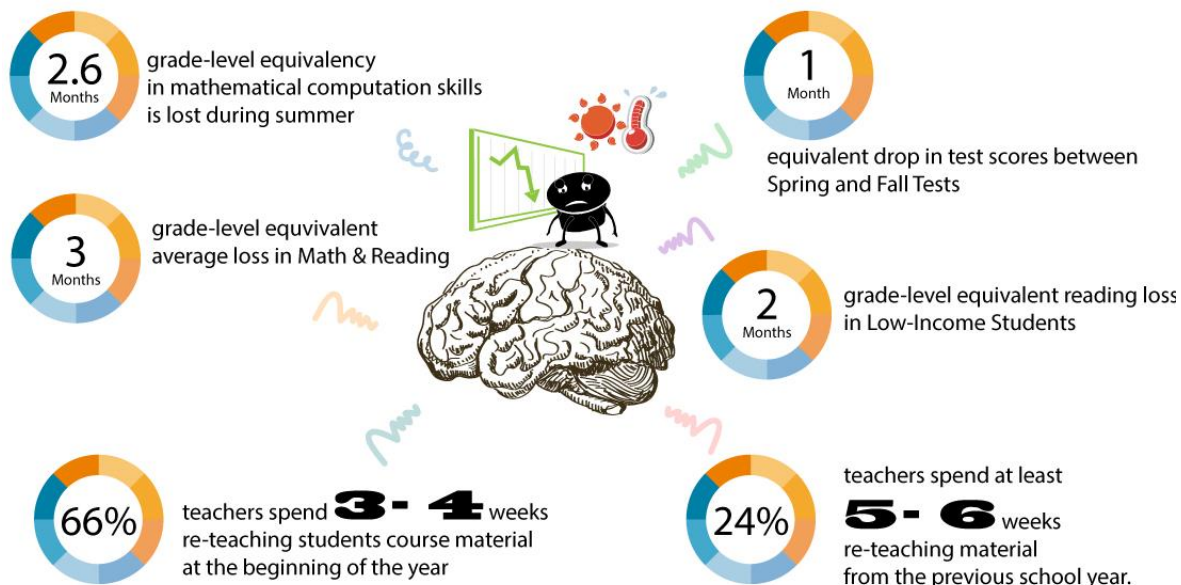
Pre & Kindergarten
Minimum of 2.5
hours of
instruction per
onsite day

***Minimum Standards established by the Orange Public Schools

Being Proactive...

"As the coronavirus (COVID-19) pandemic closes schools across the nation, education systems are scrambling to meet the needs of schools, families, and 55.1 million students during these unprecedented times. The economic impacts and trauma of recent events will also have far reaching effects that will likely exacerbate long-standing opportunity gaps. While it is difficult to speculate on what missing months of school may mean for student achievement, research on seasonal learning and summer learning loss can offer some insights that can help educators, policy makers, and families understand, plan for, and address some potential impacts of this extended pause in classroom instruction when students return to school. Seasonal learning research allows researchers to compare student learning patterns when school is in versus out of session. While there is some controversy about the magnitude of summer learning loss, three trends are consistent across seasonal learning research findings (a) achievement typically slows or declines over the summer months, (b) declines tend to be steeper for math than for reading, and (c) the extent (proportionally) of loss increases in the upper grades" (Kuhfeld and Tarasawa, 2020).

Some of the earliest work in seasonal learning suggested that summer slide leads to declines of two to three months of learning over summer. To provide preliminary estimates of the potential impacts of the extended pause of academic instruction during the coronavirus crisis, we have leveraged research to make projections about the COVID-19 slide (see page 16).



The Orange Public Schools offers a variety of summer programming options that serve the purpose of remediation, enrichment, credit recovery, and extended learning opportunities for our students. We are prioritizing our largest summer programs; high school credit recovery and Extended School Year (ESY) for students with IEPs. These programs will all be offered in a remote learning format for summer 2020. We are working with district, schools, Community Based Organizations and After School/Summer providers to identify other summer programs and opportunities for students to ensure a diverse and comprehensive array of offerings while continuing to operate in a virtual space to protect the health and safety of our students and staff members.

Determining Probable Learning Loss

As a result of COVID-19 school closures, Orange Public School relied on distance learning strategies and virtual teaching to complete 2019-2020 curricula.

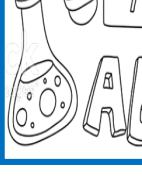
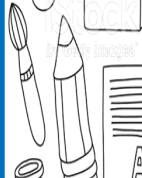
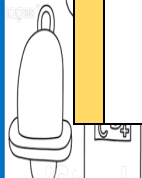
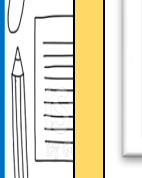
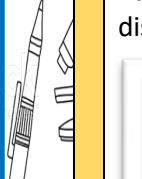
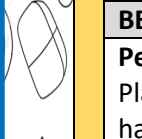
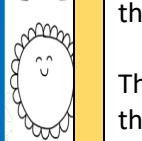
In order to effectively plan for the 2020-2021 school year, we are using methodologies to predict the extent of probable learning loss caused by COVID-19 school closures using quantitative analysis. This analysis will support us in tailoring reopening plans to expected achievement levels, allocating staff and resources based on probable academic needs, and planning for multiple reopening scenarios.



We are hoping to answer the following Research Questions:

- ✓ Based on current and past academic benchmark assessment data, what is the extent of probable learning loss resulting from COVID-19 school closures?
- ✓ Which student groups are most likely to experience the greatest learning loss?

IA: HEALTH AND SAFETY



Health & Safety

The most important impact we can have on our students and staff during the pandemic is on their health, safety, and well-being. Protocols and guidelines have to be put in to place to ensure that the district, school, staff, and students are doing everything in their power to protect themselves and each other from the effects of the Coronavirus.



The Coronavirus can be spread by many methods. The most viable method is through airborne particles. These particles can be shared by speaking, singing, coughing, sneezing, etc. Masks and social distancing are the first defenses against the spread of airborne particles. The Coronavirus is mostly spread by respiratory droplets released when people talk, cough, or sneeze. Exposure to the virus, or that someone who is providing airborne particles in an enclosed space, i.e., classroom, over a long period of time, i.e. class, choir practice, ceremony, etc., increases the danger of infection. The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of Coronavirus spread. Emerging studies also show the likely spread of the Coronavirus by people who are either asymptomatic or pre-symptomatic; attributing the spread in 15 – 40% of cases. Schools have an obligation to provide employees a safe and healthy work site in accordance with state and federal laws, safety, and health rules, including addressing hazards associated with the Coronavirus.

BEFORE WE OPEN

Personal Protective Equipment (PPE)

Plan on requesting additional funding for PPE, sanitizers, and more as soon as possible. Ensure that all onsite teachers have PPE 'kits' in each classroom equipped with an additional supply of disposable masks, Lysol wipes, hand sanitizer, disposable gloves (nitrile and powder free), etc. for staff and student use.



Consider the purchase/dissemination of safety items:

1. Touchless Forehead Thermometers
2. Plexiglass Acrylic Countertop Shields - offers protection from sneezes and coughs during person-to-person interaction at front desk stations

Ventilation/Air Filtration

Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility.

- ✓ Recirculated air must have a fresh air component
- ✓ Purchase Filter(s) for A/C units
- ✓ Purchase Air Filtration systems as needed
- ✓ Inventory students with seasonal allergies

Air Conditioning

When school starts at the end of the summer (August or September), the temperature inside the school building may necessitate the use of air conditioners. Air filters should be cleaned or replaced according to a regular schedule based on the number of people who occupy the room or building.

Post Hand Washing Protocols Near Sinks and Sanitizing Stations

Water Systems

To minimize the risk of Legionnaire’s disease and other diseases associated with water, take steps to ensure that all water systems and features (e.g., sink faucets, drinking fountains, and decorative fountains) are safe to use after a prolonged facility shutdown. Drinking fountains should be cleaned and sanitized, but encourage staff and students to bring their own water to minimize use and touching of water fountains.

Entrances

Determine entry points for all grade levels.

At each entry point, determine who will be responsible for checking temperatures; this should not be the school nurse.

Supply plastic bags for book bags. Eliminate the use of lockers.

Set up hand sanitizer stations at all entrances.

Emergency Contact Information

Update emergency contact information in Genesis.

Lunch Procedures

Establish lunch procedures that accommodate either grab-n-go or student cohorts eating in classrooms. Consider food allergies and special diets for grab and go packaged meals.

Hallway/Stairwell Passing

Determine protocols and signage for passing of classes; and how to minimize student movement.

Bathroom

Determine protocols and signage for bathroom use.

Classrooms and Social Distancing

Set up of all classrooms showing 6ft apart indicators on the floor separating desks appropriately.





Spacing

Space students 6-feet apart: Space students 6-feet a part; 113 square feet per person (6ft radius) represents a logical and consistent social distancing capacity for schools based on the Facilities Efficiency Standards (FES)

Position

Forward-facing desks; or all desks in one direction

Labels and Guides

Provide physical guides on floors and walls to assist students with maintaining acceptable distances

Cleaning & Disinfecting

Cleaning and disinfecting are important defenses against the spread of the Coronavirus, but only if it is done properly. If the Coronavirus gets on a surface, it can last from a few hours to a few days unless properly cleaned and/or disinfecting. When a person touches these surfaces, the Coronavirus spreads to their hands. When the person has Coronavirus on their hands, and they place their hands in their nose, eyes, or mouth, making contact with their mucous membranes, the Coronavirus will enter the body and can potentially infect the person.

As part of your cleaning and disinfecting protocols:

- ✓ Increase the frequency of facility cleaning schedules that includes cleaning and sanitizing with a particular emphasis on commonly touched surfaces – which shall be no less stringent or frequent than what is required by the Department of Health for PreK–12 schools.
- ✓ Hire additional cleaning staff to ensure continuous disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.
- ✓ Instruct students and staff to frequently wash their hands and keep them out of their mouth and nose.
- ✓ Properly clean and disinfect highly used surfaces between uses (fomites).

List of frequently touched surfaces to be cleaned after use:

- Tables
- Doorknobs
- Light switches
- Countertops
- Handles
- Desks, laboratory tables
- Phones
- Keyboards
- Toilets
- Faucets and sinks
- Lab equipment and materials
- Engineering controls (fire extinguisher, fume hood, eyewash, shower, etc.)



Under the guidance of the School Business Administrator, there has been continued cleaning throughout the Spring and Summer 2020.



- Touch screens
- Erasers, markers, pens, pencils

✓ Discourage sharing of these common materials.

✓ Clean all common areas at the beginning and at the end of each period where students change rooms.



Halls, Walls, & Signage

Masks must be worn during hallway transitions.

Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain 6 feet apart while transitioning or waiting in line (e.g. guides for creating “one way routes” in hallways/stairwells).

Reduce the number of students in the halls at one time by staggering release times of classes.

Add physical barriers, such as plastic flexible screens, between bathroom sinks especially when they cannot be at least 6 feet apart.

Put signage around school buildings to provide hygiene advice and reminders (CDC offers printable resources and handwashing posters).



Air Circulation in Classrooms

In a classroom, it is vital that there is strong air circulation as social distancing only works when you are in the vicinity of a coronavirus carrier for short periods of time. When weather allows, windows should be opened to allow for greater air circulation and if air conditioning isn't available.

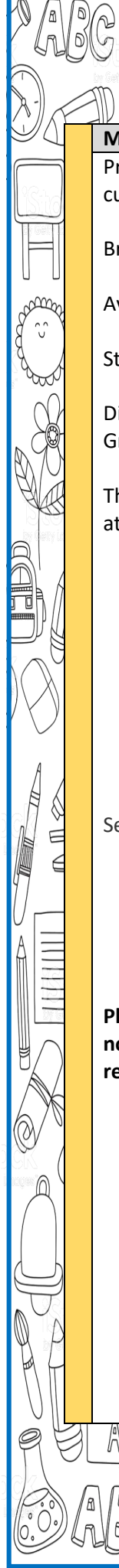
The need for strong air circulation has to be balanced with the needs of those students and staff who suffer from seasonal allergies. Opening windows during the fall semester can place those with allergies at higher risks of being affected by the environment. Also, asthma can be triggered in students and staff when doors are left open.

Communal Spaces

Closely monitor communal use of shared spaces such as dining halls and playgrounds with shared playground equipment if possible; otherwise, stagger use and clean and disinfect between use.

Hold any ACTIVITIES THAT ENCOURAGE SOCIAL GATHERING outdoors or in a large well-ventilated space and with fewer people than usual to allow even greater physical distance between students.

Keep students outside more, as weather and space permit.



Meals / Lunch/ Recess

Provide meal delivery to classes through Grab-and-Go services with clean up addressed through lunch aides and custodial staff.

Breakfast and Lunch service will extend to Full Remote students and will continue of Wednesdays.

Avoid students handling of utensils and serve food to reduce spread of germs.

Stagger recess.

Disinfect playground equipment between groups. Schedules will be created by the Manager of Building and Grounds to ensure compliance.

The District continues to provide packaged 'Grab-and-Go' breakfast and lunch, during all virtual/remote phases at no cost to families, at multiple locations for pick up. The selected locations are

- OECC (includes students from Cleveland Street School), located 397 Park Avenue
- Scholars Academy, located at 268 Capuchin Way
- Forest Street School, located 651 Forest Street
- Heywood Avenue School, located at 421 Heywood Avenue
- Lincoln Avenue School, 216 Lincoln Avenue
- Oakwood Avenue School, located at 135 Oakwood Avenue
- Park Avenue School, located at 231 Park Avenue
- Rosa Parks Community School, located at 369 Main Street

Serving times for BOTH breakfast and lunch are organized by last name:

- A-F: 7:30am – 8:00am (tentative time)
- G-L: 8:00am – 8:30am (tentative time)
- M-R: 8:30am – 9:00am (tentative time)
- S-Z: 9:00am – 9:30am (tentative time)

Please be reminded of the importance of social distancing when reporting to all locations. It is important to note, once students receive their breakfast/lunch grab and go bags it is the expectation to return to their respective homes.



Entering the Building (Staff and Students)

Health Screening at Entry Check for signs of illness for all staff and students at entry each day.

Resource for parents: <https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/schools-childcare/Daily-Home-Screening-for-Students-Checklist-ACTIVE-rev5A.pdf>

Ask the parents or guardians the following questions:

Does your student have any of the following symptoms [on the first day after a break or for a new student, please ask about symptoms in the past three days (72 hours)]:

- ✓ A cough
- ✓ Shortness of breath or difficulty breathing
- ✓ A fever of 100.4°F or higher or a sense of having a fever
- ✓ A sore throat
- ✓ Chills
- ✓ New loss of taste or smell
- ✓ Muscle or body aches
- ✓ Nausea/vomiting/diarrhea
- ✓ Congestion/running nose – not related to seasonal allergies
- ✓ Unusual fatigue

Does anyone in your household have any of the above symptoms?

- ✓ Has your student been in close contact with anyone with suspected or confirmed case of COVID-19?
- ✓ Has your student had any medication before coming to school that would reduce a fever?

The student must be excluded from school if the answer to any of the above questions is “yes.”

Equip nurses/schools with scan thermometers to reduce human interaction.

Entering the Building (Visitors)

Severely limit visitor access and building usage.

Do not allow students, staff, vendors, parents and guardians, or guests on-site if they:

- ✓ Are showing symptoms of COVID-19
- ✓ Have been in close contact* with someone who has confirmed or suspected case of COVID-19 in the last 14 days

*Health care providers, EMS workers, and educational staff (ex: essential staff) wearing proper personal protective equipment (PPE) are OK to attend.

Limit nonessential visitors: Limit the presence of volunteers for classroom activities, mystery readers, cafeteria support, and other activities.

Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.

Establish separate entrances and exits to school facilities where possible.

Improve security protocols to include signing in with temperature reads by security and/or predetermined personnel.

IB: THE NURSE
&
THE NURSE'S OFFICE

Nurses Office



Reduce congestion in the **health office**. Use the health office only as a **quarantine room/Isolation Room** for children with flu-like symptoms. Person should be isolated in a separate room while they wait to be picked up or until they are able to leave the facility on their own. Ensure that they have hygiene supplies available, including a cloth face covering, facial tissues, and alcohol-based hand rub.

Staff who are monitoring the student or staff member with symptoms should wear a cloth face mask and practice social distancing. Close off the space used for isolation after the ill person leaves and follow CDC guidance on how to disinfect your building or facility if someone is sick.

Fresh air should be continuously supplied to the quarantined room. In this way, the HVAC system from the quarantined room should follow professional standards.

Relative to personal protective equipment, health care workers (e.g., school nurse) should be wearing N95 masks, gloves and protective clothing. Patients also should be wearing masks.

Use a satellite location for first aid or medication distribution relatively close to the nurse's office.

PPE for Nurses

School nurses should have PPE available for scenarios where Transmission Based Precautions are necessary (COVID and non COVID). Schools should have surgical masks on hand to give to students, staff, or volunteers who show symptoms of respiratory illness. CDC recommends school nurses follow TBP and points to that page which says the guidance is not for schools. I have brought this up to CDC and it's under review.

The NASN has guidance posted regarding PPE for school nurses – a nice chart for recommended PPE per task. <https://higherlogicdownload.s3.amazonaws.com/NASN/3870c72d-fff9-4ed7-833f-215de278d256/UploadedImages/PDFs/Guidance-for-Healthcare-Personnel-on-PPE-Use-in-Schools.pdf>

Conducting Screenings

CDC recommends that that schools follow the screening guidance for Child Care Centers that Remain Open. How it's done will depend on the school and what method is feasible for the individual schools and DOE regulations.

Students Needing Nebulizing Treatments

During this COVID-19 pandemic, asthma treatments using inhalers with spacers (with or without face mask, according to each student's individualized treatment plan) are preferred over nebulizer treatments whenever possible. Based on limited data, use of asthma inhalers (with or without spacers or face masks) is not considered an aerosol-generating procedure. Nebulizers should only be used in absolute emergencies.

See <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools-faq.html>

IIA: RE-ENTRY

PLAN A

Plan A: Accelerated Reentry

Families can choose from two pathways, (A) full remote learning that allows a family to opt in to a fully online curriculum or (B) a hybrid of in-person and remote learning. Instruction in this reentry plan supports a combination of synchronous and asynchronous instruction which allows for increased contact time between educators and their students, developmentally appropriate instruction for each grade band, and time for students to engage with their peers.

BEFORE WE OPEN

Begin to identify student groups and keep them together to ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children). Consider recess, lunch, passing time, and instructional rotation where teachers rotate instead of students to help reduce student mixing/contact.

Notify parents, staff, and all community stakeholders of schedules and reentry plans and their **OPTIONS**.

Develop a plan and committee to contact students and homes when students are not in attendance and not participating virtually such to alleviate teachers from having to bear the brunt of making contact with homes

Have coaches and supervisors develop office hours.

In Phase 0, August 17 – August 28, develop a model that combines SEL and academic supports for pre-identified students (2.5 hours per day); schools will base the extent of programming on pre-identified, targeted populations and the availability of staff.

Develop and commence trainings for ALL populations: Staff, Parents, Students (See page 52).

Prioritizing based on Need

PHASE 1: 100% Virtual Learning

9/8/20 – 9/18/20



PHASE 2: Soft Launch

9/21/20-10/2/20

Prioritize face-to-face service for Group 1 students; those that are most impacted by the loss of in-person services, including:

- ✓ Students with disabilities
- ✓ Students with 504s
- ✓ English learners
- ✓ Students needing Tier III supports
- ✓ Students who were not equitably served through continuous remote learning in spring 2020

PHASE 3: Staggered Reentry

10/5/20 – 10/09/20

PHASE 3A
Prioritize face-to-face service for Group 1, Group 2, and Group 6 students;
Tier III, Grades K, grades 8 – 12

10/12/20 – 10/16/20

PHASE 3B
Prioritize face-to-face service for Group 1, Group 2, Group 3, and Group 6 students;
Tier III, Grades K, 1, 2, grades 8 – 12

PHASE 4: Full Reentry

10/19/20 – June 2021

Prioritize face-to-face service for all Groups 1-6; All students



Instructional Model Plan A

Teachers will conduct instruction in modified virtual learning formats for a percentage of the school year.

9/8/20 – 9/18/20 (2 weeks)

In **Phase 1: 100% Virtual Learning** all teaching/learning is done virtually/remotely from home and in a scheduled and synchronous format. During this time, the district is establishing best practices in virtual education. This time allows the following to occur:

- ✓ Schools are intensifying trainings to staff, parents, and students focused on approved digital platforms
- ✓ Teachers are revisiting the most critical prerequisite skills and knowledge for each subject area and grade level with students
- ✓ Teachers are evaluating students' unfinished learning such to provide acceleration support
- ✓ Schools are integrating trauma-informed/SEL programming into traditional instructional programs
- ✓ Schools are disseminating the essential instructional resources that teachers must have at home/school based upon grade level
- ✓ Schools are disseminating the "print" materials that students need for at home and on-site instruction
- ✓ Schools are disseminating individualized materials for student use (manipulatives, art supplies, science/STEM lab materials, goggles); ordering more supplies than normal
- ✓ Schools are developing remote synchronous schedules, identifying classroom spaces
- ✓ District is installing all safety materials

9/21/20-10/2/20 (2 weeks)

In **Phase 2: Soft Launch** a small percentage of pre-identified students (SWD's, ELLs, Tier III, etc.) are able to return onsite for live, face to face instruction.

3A: 10/05/20 – 10/09/20 (1 week)

3B: 10/12/20 – 10/16/20 (1 week)

In **Phase 3: Staggered Reentry**, students report to school following the days and times described on page 36.

10/19/20 – June 2021

In **Phase 4: Full Reentry**, students report to school following the days and times described on page 36

In phases 2, 3, & 4, teachers report onsite for 2 days per week providing virtual synchronous instruction within their designated classroom spaces; support staff (*guidance, CST, related service providers, social workers, attendance officers*), nurses, TC's, secretaries are onsite 4 days per week. Shared teachers may have an AM/PM schedule. Teachers are onsite for the length of the school day* *If schedule and staffing allows, more time can be scheduled for at risk/Tier III students.* Note: Paraprofessional must align their schedules to the teachers they accompany and support.

Note:

Unconditional Eligibility for Fulltime Remote Learning: All students are eligible for fulltime remote learning; eligibility cannot be conditioned on a family/guardian demonstrating a risk of illness or other selective criteria. This includes students with disabilities who attend in-district schools or receiving schools (county special services school districts, educational services commissions, jointure commissions, Katzenbach School for the Deaf, regional day schools, college operated programs, and approved private schools for students with disabilities). **If a student is registered and approved for remote learning, they will remain in remote learning for the duration unless otherwise denoted by the State.**

<https://www.nj.gov/education/reopening/updates/docs/7.24.20%20RtR%20Fulltime%20Remote%20Update.pdf>

PLAN B

Plan B: Decelerated Reentry

Families can choose from two pathways, (A) full remote learning that allows a family to opt in to a fully online curriculum or (B) a hybrid of in-person and remote learning. Instruction in this reentry plan supports a combination of synchronous and asynchronous instruction which allows for increased contact time between educators and their students, developmentally appropriate instruction for each grade band, and time for students to engage with their peers.

BEFORE WE OPEN

Begin to identify student groups and keep them together to ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children). Consider recess, lunch, passing time, and instructional rotation where teachers rotate instead of students to help reduce student mixing/contact.

Notify parents, staff, and all community stakeholders of schedules and reentry plans and their **OPTIONS**.

Develop a plan and committee to contact students and homes when students are not in attendance and not participating virtually such to alleviate teachers from having to bear the brunt of making contact with homes.

Have coaches and supervisors develop office hours.

In Phase 0, August 17 – August 28, develop a model that combines SEL and academic supports for pre-identified students (2.5 hours per day); schools will base the extent of programming on pre-identified, targeted populations and the availability of staff.

Develop and commence trainings for ALL populations: Staff, Parents, Students (See page 52).

Prioritizing based on Need

PHASE 1:
100% Virtual Learning

9/8/20 – 10/2/20



PHASE 2:
Remote Synchronous

10/5/20 – 11/25/20

Teachers report onsite for 2 days per week providing virtual synchronous instruction within their designated classrooms.

PHASE 3:
Soft Launch

11/30/20 – 12/23/20

Prioritize face-to-face service for Group 1 students; those that are most impacted by the loss of in-person services, including:

- ✓ Students with disabilities
- ✓ Students with 504s
- ✓ English learners
- ✓ Students needing Tier III supports
- ✓ Students who were not equitably served through remote learning in spring 2020

PHASE 4:
Full Reentry

1/4/21 – End of Year

PHASE 4A
Prioritize face-to-face service for Group 1, Group 2, and Group 6 students; Tier III, Grades K, Grs 8 – 12

PHASE 4B
Prioritize face-to-face service for Group 1, Group 2, Group 3 and Group 6 students; Tier III, Grs K, 1, 2, grades 8 – 12

PHASE 4C
Prioritize face-to-face service for all Groups 1-6; All students return



Instructional Model B

Teachers will conduct instruction in modified virtual learning formats for a percentage of the school year.

September 8 – October 2 (4 weeks)

In **Phase 1: 100% Virtual Learning** all teaching/learning is done virtually/remotely from home and in a scheduled and synchronous format. During this time, the district is establishing best practices in virtual education. This time allows the following to occur:

- ✓ Schools are intensifying trainings to staff, parents, and students focused on approved digital platforms
- ✓ Teachers are revisiting the most critical prerequisite skills and knowledge for each subject area and grade level with students
- ✓ Teachers are evaluating students' unfinished learning such to provide acceleration support.
- ✓ Schools are integrating trauma informed/SEL programming into traditional instructional programs
- ✓ Schools are disseminating the essential instructional resources that teachers must have at home/school based upon grade level
- ✓ Schools are disseminating the "print" materials that students need for at home and on-site instruction
- ✓ Schools are disseminating individualized materials for student use (manipulatives, art supplies, science/STEM lab materials, goggles); ordering more supplies than normal.
- ✓ Schools are developing remote synchronous schedules, identifying classroom spaces.
- ✓ District is installing all safety materials

October 5 – November 25 (7 weeks)

In **Phase 2: Remote Synchronous** teachers report onsite for 2 days per week providing virtual synchronous instruction within their designated classroom spaces; support staff (*guidance, CST, related service providers, social workers, attendance officers*), nurses, TC's, secretaries are onsite 4 days per week. Shared teachers may have an AM/PM schedule. Webcams are used during instruction for at home learners. Webcams will be trained only on teachers during use. Teachers are onsite for the length of the school day.* *If schedule and staffing allows, more time can be scheduled for at risk/Tier III students.* Staff will also follow schedules for CPT's and other planning times. Administrators are able to begin conducting formal observations of instruction during this time. Student schedules during this time will follow either a half day instructional format with dedicated afternoons for office hours. Note: Paraprofessionals must align their schedules to the teachers they accompany and support.

November 30 – December 23 (3.5 weeks)

In **Phase 3: Soft Launch** a small percentage of pre-identified students (SWD's, ELLs, Tier III, etc.) are able to return onsite for live, face to face instruction; *Pre-identified students report to school following the days and times described on page 36.*

January 4, 2021 – end of year

In **Phase 4A, 4B, 4C: Full Reentry**, all students report to school following the days and times described on page 36

Note:

Unconditional Eligibility for Fulltime Remote Learning: All students are eligible for fulltime remote learning; eligibility cannot be conditioned on a family/guardian demonstrating a risk of illness or other selective criteria. This includes students with disabilities who attend in-district schools or receiving schools (county special services school districts, educational services commissions, jointure commissions, Katzenbach School for the Deaf, regional day schools, college operated programs, and approved private schools for students with disabilities). **If a student is registered and approved for remote learning, they will remain in remote learning for the duration unless otherwise denoted by the State.**

<https://www.nj.gov/education/reopening/updates/docs/7.24.20%20RtR%20Fulltime%20Remote%20Update.pdf>

IIB: SCHEDULING

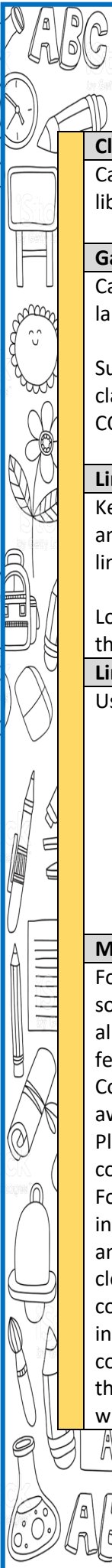


Sample Student Instructional Schedule (Plan A: Phases 2, 3 and 4; Plan B: Phases 3 and 4)

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1 (A/B) Pre/K - 12 SWD (SC) BIL (SC) Tier III* Remote-less*	✓AtRisk ^A K: 08:45am - 11:15am or K: 12:30pm - 3:00pm 1: 8:30am - 12:30pm 2: 8:30am - 12:30pm 3: 11:20am - 3:20pm	✓AtRisk ^A K: 08:45am - 11:15am or K: 12:30pm - 3:00pm 1: 8:30am - 12:30pm 2: 8:30am - 12:30pm 3: 11:20am - 3:20pm	Professional development, collaboration, and planning. *** Teacher office hours *** Classroom Cleaning/Disinfecting	✓AtRisk ^B 4: 8:30am - 12:30pm 5: 11:20am - 3:20pm 6: 11:20am - 3:20pm 7: 11:20am - 3:20pm	✓AtRisk ^B 4: 8:30am - 12:30pm 5: 11:20am - 3:20pm 6: 11:20am - 3:20pm 7: 11:20am - 3:20pm
Group 2 General Ed (A/B) Grades Pre/K	✓P/Kdg ^{A1} 8:45 - 11:15am ✓P/Kdg ^{A2} 12:30pm-3:00pm	✓P/Kdg ^{A1} 8:45 - 11:15am ✓P/Kdg ^{A2} 12:30pm-3:00pm	See above	✓P/Kdg ^{B1} 8:45 - 11:15am ✓P/Kdg ^{B2} 12:30pm-3:00pm	✓P/Kdg ^{B1} 8:45 - 11:15am ✓P/Kdg ^{B2} 12:30pm-3:00pm
Group 3 General Ed (A/B) Grades 1 - 2	✓Gr1,2 ^A 8:30am - 12:30pm	✓Gr1,2 ^B 8:30am - 12:30pm	See above		
Group 4 General Ed (A/B) Grades 3, 4	✓Gr3 ^A 11:20am-3:20pm	✓Gr3 ^B 11:20am-3:20pm	See above	✓Gr4 ^A 8:30am - 12:30pm	✓Gr4 ^B 8:30am - 12:30pm
Group 5 General Ed (A/B) Grs 5, 6, 7			See above	✓Gr5,6,7 ^A 11:20am-3:20pm	✓Gr5,6,7 ^B 11:20am-3:20pm
Group 6 General Ed (A/B/C/D) Grs 8-12	✓8-12 ^A 8:20am-3:25pm (Cohort Model)	✓8-12 ^B 8:20am-3:25pm (Cohort Model)	See above	✓8-12 ^C 8:20am-3:25pm (Cohort Model)	✓8-12 ^D 8:20am-3:25pm (Cohort Model)

It is important to note, students in grades PreK, 1, 2, and 4 are to report at by 8:20am if they are in the AM program. Additionally, programming must continue throughout the day for students in PreK.

IIIA: INSTRUCTION



Classrooms

Cancel or modify classes where students are likely to be in very close contact. Repurpose large spaces such as library, cafeteria, and auditorium for additional instructional spaces.

Gatherings

Cancel field trips, assemblies, special performances, school-wide parent meetings, or spirit nights and other large gatherings OR conduct them virtually.

Suspend or make significant modifications to activities that are considered high risk, such as choir or other classes or activities that require students to remove face coverings, and may contribute to transmission of COVID-19.

Limiting Movement

Keep elementary school students in groups with dedicated staff, and maintain consistency from day to day among groups where possible. Multiple groups of students may use the same facility as long as they are in limited contact with other groups.

Locker use is strongly discouraged. Consider a schedule that limits access, if at all, to lockers to keep traffic in the hallways within social distancing protocols.

Limited/No Sharing of Instructional Materials

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

- ✓ When possible, ensure adequate supplies to minimize sharing of high touch materials to the extent possible.
- ✓ Avoid sharing electronic devices, toys, books and other games or learning aids, or thoroughly clean and disinfect between use.
- ✓ Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.

Music and Band

For **choir**, students will have to engage in social distancing while singing. They should all be facing the same direction, spaced six feet apart, and be wearing masks. Conductors face the chorus 10 to 20 feet away from the first row of singers. A Plexiglass shield should be in front of conductors or require them to wear goggles. For **band**, students must use the same instrument for the entirety of the rehearsal, and those instruments should be properly cleaned and sanitized after every use. There could also be limitations on which instruments are safe to use. Careful consideration should be given to teaching the flute, with restricted use of brass and wind instruments.

Source: International Coalition of Performing Arts Aerosol Study 8/6/2020 <http://bit.ly/33r1EMk> <https://www.artsednj.org/covid19> **ARTS ED NJ**

Lab Safety: Computer Labs/Science Labs/STEM Labs

It is going to be very difficult to conduct laboratory experiments, or any group project in which multiple students will be interacting with the materials and equipment. There are many obstacles that have to be overcome for the laboratory activity to be safer for the students. The first challenge is to overcome social distancing. Students are going to struggle to make observations when everyone is at least six feet away from everyone else. Second, every item that is touched in the laboratory area has to be cleaned and disinfected before anyone else can touch it.

Computer Labs and Electronic Devices

For electronic devices like desktop and laptop computers, tablets, power tools/equipment, etc., follow the cleaning instructions as per the user manual. If there is no guidance from the manufacturer, use alcohol wipes that are at least 70% alcohol. When possible, use a cover to protect the “touched” surfaces of electronic devices that can be cleaned and disinfected.

Science Labs

Though staying in one room may be a possibility in elementary and middle schools, it is impossible in most high school scenarios without limiting student course offerings.

Do not schedule multiple groups to use the same lab station in shifts unless the entire lab station, and equipment can be cleaned and disinfected between shifts.

Clean and disinfect goggles then place them in the UV goggle cabinet to be sanitized before the next group of students can use them.

Clean all glassware, apparatus, microscopes, etc., between use.

Be mindful that cleansers/disinfectants can react in a negative manner with chemicals in the science lab, resulting in an unsafe environment for the staff and the students.

Conducting Labs

Large group laboratory experiments will be difficult to perform, given social distancing issues. Smaller individual lab activities can be done as a substitute. Smaller individual lab activities might involve students working in shifts where one half of the class is doing the hands-on activity while the other ones are working at their desks or another location on an alternating week schedule. Non-hands-on activities might involve assignments such as observing and documenting teacher-led demonstrations in the lab, viewing simulations, data gathering/processing, virtual instruction, etc.

In a virtual setting, pre-record labs/conduct live labs as an alternative to group hands-on laboratory work.



IIIB: PRESCHOOL PROGRAMMING

IIIC: SPECIAL EDUCATION

Special Education Programming

Consistent with guidance from the United States Department of Education, districts must continue to meet their obligations to students with disabilities to the greatest extent possible. The NJDOE will continue to update school districts and receiving schools with any additional guidance from the USDE on implementation of IDEA. Specific strategies and considerations for students with disabilities must be critical points of discussion for every return-to-school scenario. The NJDOE recommends that school districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:

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 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.

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.

IIID: STAFFING



Staffing

“Providing for the basic health and well-being of students and staff is the foundation upon which all school reopening plans must be built. Students can’t learn effectively and staff can’t do their jobs effectively when they don’t feel safe in their learning/working environment.” (NJEA, July 2020). The school district shall comply with all applicable employment laws impacting staff including, but not limited to, the Americans Disabilities Act (ADA), the Health Insurance Portability and Accountability Act (HIPPA), and all applicable State laws.

BEFORE WE OPEN

The District can require that returning staff get tested. A doctor’s letter, on doctor’s letterhead indicating that the staff member is not contagious and can return will suffice. Survey staff to determine who will return; Request Physician’s notes for those not returning that outlines return dates.

Purchase protective equipment for all on-site staff (Masks, gloves, and other PPE will be purchased and stored in each school).

Increase pool of substitute staff via collaboration with ESS, to rehire school based substitutes.

Update teacher evaluation protocols to account for hybrid environment pending State’s guidance.

Medically Fragile Staff/High Risk Staff

Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19.

Those at high risk for health problems from COVID-19 should consult with their health care provider when considering whether to provide or participate in PreK–12 activities.

High Risk Employees include those with

- ✓ Chronic lung disease or asthma (moderate to severe)
- ✓ Serious heart conditions
- ✓ Immunocompromised
- ✓ Severe obesity (body mass index, or BMI, of 40 or higher)
- ✓ Diabetes
- ✓ Chronic kidney disease undergoing dialysis
- ✓ Liver disease
- ✓ Medically fragile students



Attendance

Monitor student and employee attendance and absences; have flexible locally-determined leave policies and practices; and have access to trained substitutes to support employee absences.

Substitute Teachers

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

IV: COMMUNICATIONS



Communications

Communication to families will be accomplished via social media handles: Facebook, Twitter, Instagram, Orange APP (forthcoming); district website in addition to our standard apps for virtual learning: Class Dojo, Remind, school/teacher webpages, etc.

BEFORE WE OPEN

Develop protocols to limit unnecessary administrivia (e.g. meetings, phone blasts, duplication of lesson plans, etc.)

Parent Portal/Class Dojo/Remind

Initiate signing/registering parents up for the Genesis parent portal, Class Dojo, and Remind once classes are finalized. Note: A survey for sign up for the Genesis Portal launched the Week of July 27th. The Genesis Portal will allow for parents to view in real time students academic progress.

Communicating Illness

Communicate regularly with families and staff, and emphasize the importance of staying home when sick, physical distancing of six feet, and hand hygiene.



V: TRAINING

Training

Districts should develop professional learning experiences that ensure high quality instruction for all students. The training will support the district's observation and evaluation process; helping to articulate the expectations of teaching in a virtual/hybrid space.

BEFORE WE OPEN

Topic I: Health and Safety Protocols

Provide a Safety Training and Orientation for students, families, and staff.

- ✓ routines and protocols for safety (including protocols for PPE, transportation, nutrition, and facilities)
- ✓ routines for maintaining health and safety protocols

Ensure staff are trained in health and safety protocols for your site, including how to screen for symptoms, maintaining physical distance, wearing appropriate PPE, frequent cleaning and handwashing, and what to do if someone develops signs of COVID-19.

Educate staff in the language they understand best about coronavirus and how to prevent transmission and the employer's COVID-19 policies.

Staff, Parents, Administrators, Students, Food Service Workers, etc. will be trained using CDC-Based Video Trainings on COVID-19 Safety (K-12).

Topic II: Platform Training for Virtual Environments

Identify the consistent technology that will be used throughout the district in a remote instruction model and provide training in the use of all platforms to staff and all families (Google Classroom, Meet, Zoom, Remind, Dojo).

Provide Google Meet/Google Classroom training for staff and paraprofessionals.

Determine the standard platforms to be used by all teachers and offer 3 tiers of training:

- ✓ Beginner/Novice (consider new teachers)
- ✓ Advanced
- ✓ Content-Specific

Provide peer-delivered training to staff and paras on the effective approaches to Virtual Synchronous Instruction such to delivery high quality and developmentally appropriate standards-based instruction.

Provide peer-delivered training to staff and paras on recording live sessions.

Develop training schedules and staff collaboration time in accordance with the needs of the district.

Provide educators with professional development to best the needs of students with disabilities in technology-based formats; emphasizing accessibility features and accommodations tools.

Topic III: Supplemental Platforms that Improve Access within the Virtual Learning Environment

Provide training on the following supplemental platforms:

- | | | |
|------------|------------|----------------|
| ✓ Flipgrid | ✓ Kami | ✓ Playposit |
| | ✓ Passport | ✓ Go Formative |

VI: CONTINGENCY PLANNING

Confirmed person
with COVID-19 in
building?

ASSESS RISK

Students and staff must be safely and respectfully isolated from others AND cannot return to campus until the school system's reentry criteria are met.

Institute a short building dismissal for cleaning, disinfecting, contact tracing in consultation with local health officials; Potential 2 – 5 days of closure.

CONTACT

SUPERINTENDENT OF SCHOOLS
(Apprise Board of Education and
Board Attorney of Action Steps)

CONTACT

LOCAL HEALTH OFFICIALS

To communicate dismissal decisions and possible COVID-19 exposure to staff and families; to initiate contact tracing; to determine when staff and students should return to school

CONTACT FACILITIES

To close off areas used by individual with COVID-19; to open windows and doors; to clean and disinfect after standard 24-hour waiting period

DETERMINE CONTINUITY OF SERVICES w/ EXECUTIVE STAFF & BUILDING ADMIN

- Meal Distribution
- Instructional Supports
- Social/Emotional and Related Services, etc.

Contingency Planning

Contingency planning is vital to the continuous health and safety of students and staff. Pandemic Response Teams at the school and district levels allow for continuity of practice across the school district. In essence, nothing is left to chance. Schools should be prepared for COVID-19 outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission. The decision tree can be used to help schools determine which set of mitigation strategies may be most appropriate for their current situation.

BEFORE WE OPEN

PANDEMIC RESPONSE TEAMS



All schools must establish a Pandemic Response Team to support all planning, management, and decision-making related to the school's COVID-19 response actions. If a school has an existing crisis response team, that team can serve as the Pandemic Response Team.

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

- ✓ School principal or lead person
- ✓ Teachers
- ✓ Child Study Team member
- ✓ School Counselor or mental health expert
- ✓ Subject Area Chairperson/Director
- ✓ School Nurse
- ✓ Teachers representing each grade band served by the district
- ✓ School safety personnel
- ✓ Members of the school safety team
- ✓ Custodian
- ✓ Parents

The Pandemic Response Team is responsible for:

- ✓ Overseeing each school's implementation of the district's reopening plan, particularly health and safety measures, and providing safety and crisis leadership.
- ✓ Adjusting or amending school health and safety protocols as needed.
- ✓ Providing staff with needed support and training.
- ✓ Reviewing school level data regarding health and safety measures and the presence of COVID19 and reporting that data to the district as required.
- ✓ Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posted by COVID-19.
- ✓ Providing necessary communications to the school community and to the district.
- ✓ Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.



Symptomology

Students and employees may be asked to leave or not come into school if they test positive for COVID-19, or exhibit one or more of these symptoms:

- ✓ A fever of 100 degrees or greater
- ✓ Cough
- ✓ Shortness of breath or difficulty breathing
- ✓ Chills
- ✓ Repeated shaking with chills
- ✓ Muscle pain
- ✓ Headache
- ✓ Sore throat
- ✓ New loss of taste or smell
- ✓ Fatigue
- ✓ Congestion or runny nose
- ✓ Nausea or vomiting
- ✓ Diarrhea

If a student/staff shows symptoms related to COVID-19

- ✓ All schools must establish a Pandemic Response Team
- ✓ Follow current Communicable Disease Service guidance for illness reporting.

Protocols must include:

- ✓ Establishment of an isolation space/isolation room.
- ✓ 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.
- ✓ There should be continuous monitoring of symptoms
- ✓ Once patient transportation is determined and the patient leaves the school site, the room needs to be sanitized by trained custodial personnel.

If a student/staff member tests positive

Any individuals who themselves either (a) are lab-confirmed to have COVID19; or (b) experience the symptoms of COVID19 must stay at home throughout the infection period, and cannot return to campus until the school system screens the individual to determine any of the below conditions for campus re-entry have been met:

Return to work/school criteria

1. At least 3 days (72 hours) have passed since recovery (no fever without the use of fever-reducing medications); and
2. Improved respiratory symptoms (cough, shortness of breath, etc.); and
3. At least 10 days have passed since symptoms first occurred

If a school district becomes aware that a person 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. 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 the contagious disease.

Exposed staff and students must stay home until 14 days after last exposure. Exposure is defined as having been within 6 feet of contact with the sick individual for at least 10 minutes.

Returning to a Fully Virtual Environment

Virtual learning will continue to be guided by P.L. 2020, c.27 and the 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.

VII: TRANSPORTATION

Transportation

SEATING ON THE BUS

The Centers for Disease Control and Prevention have published guidance that recommends that on school buses, a child sits one to a seat and by alternating the rows in which students sit.

Protocols:

- Encouraging use of face coverings when use of alternate rows for seating is not possible.
- Allowing siblings from the same household to sit together in the same seat.
- Recommending passengers sit in the same seat going to and returning from the trip.
- Allowing for alternate transportation arrangements, such as riding with a parent.

SCHOOL BUS SAFETY

All school buses must be inspected according to the regulations relating to school vehicle standards, prior to transporting students.

Thorough school vehicle cleaning must become routine and areas of “high-touch” must be cleaned and disinfected according to a local schedule.



All school vehicle drivers must be trained in how to appropriately and effectively clean and disinfect the school vehicle.

Other steps to take to increase health and safety may include:

- Keeping windows open to allow for air circulation throughout the vehicle during trips
- Restricting any food or eating on the school bus
- Encouraging students to use hand sanitizer or wash their hands prior to boarding
- Loading and unloading students in a manner that encourages social distancing (load back to front and unload front to back)
- Keeping the seat behind the driver empty during every trip
- Taking the temperatures of school vehicle drivers and attendants before active duty. According to the CDC, any staff member that has a temperature of or over 100.4°F is considered to have a fever.

**VIII: EXTENSIONS &
IX: CHILDCARE**



Extensions

After-school and extracurricular programs can provide critical supports that contribute to students' academic, social, emotional and physical development. Research has shown how critical such programs are, with outcomes that range from academic achievement and developing resilience to readiness for college and careers. Our new reality will require different approaches and structures to properly provide our students with these opportunities.

BEFORE WE OPEN

Determine the feasibility of running Afterschool Programming

- ✓ Virtual or Onsite?
- ✓ Ability to maintain social distancing?
- ✓ Entry/Exits?
- ✓ Temperature checks?
- ✓ Nurse on site?

Determine which programs will be offered and develop schedules based on the phases and gradual reentry.

Scholars Elementary/Scholars Middle

- ✓ Establish both to operate virtually
- ✓ Coordinate the dissemination of materials and kits to the feeder locations



Other Extra-Curricular Formats to Consider

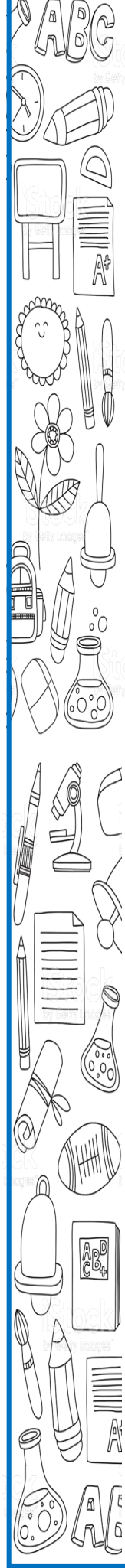
- ✓ Student school day is extended beyond the normal school dismissal schedule
- ✓ Night Classes
- ✓ Student attends school in the evening
- ✓ Extended Year
- ✓ Restructures the traditional school calendar to provide more continuous learning throughout the school year and reduces summer time off for students

Childcare

Full Day

Local school systems will want to consider opening child care programs prior to opening schools to ensure school staff have adequate care for their children while they are at work. Child care programs will need to be well-resourced with cleaning and medical supplies and the ability to purchase food and paper goods in bulk. We are currently working with the YMCA to assist with providing childcare for those families that are in need. YMCA will provide parents with payment structure.

FAQ's



COVID-19 FAQ's

1. The Plan

Once the plan is finalized and shared, will the school principals hold similar meeting with parents? Also, once the plan has been put in place, will there be a process to re-visit and update the plan, as needed?

The plan was presented by the Director of Mathematics and the Superintendent at the Curriculum Committee Meeting on July 28th and will be presented at the regular board meeting on August 11th. The meetings will be live streamed on Facebook Live. The Curriculum Committee Meeting began at 3:30 pm on the 28th and the Regular Board Meeting will be held on August 11th at 7:30 pm. A community forum will be held on August 10th at 3:00 pm.

2. 100% Virtual Option

Will students be penalized if kept home? No, but the 180 requirement must be instituted per Administrative Code 18A. Per Governor Murphy on July 20th, parents have the right to opt for remote learning for SY 20-21.

Will there be an option for parents who want their children to continue virtual learning? Per Governor Murphy on July 20th, parents have the right to opt for remote learning for SY 20-21.

Will parents be provided valuable information on homeschooling instruction as an option? Yes, but per Governor Murphy on July 20th, parents have the right to opt for remote learning for SY 20-21.

3. The Disease Itself

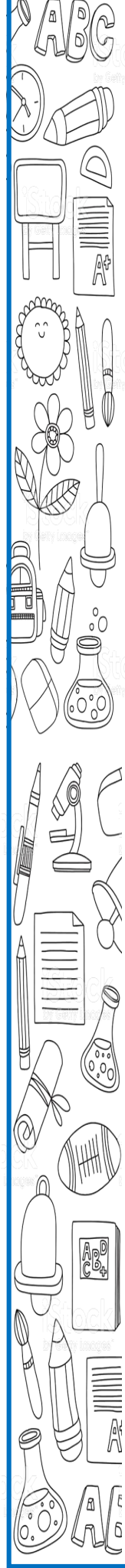
We're talking mostly about COVID-19; However, how do we address the growing concerns around MIS-C (Multi-system inflammatory syndrome)? Additional research is needed.

How do we handle OTHER illnesses throughout the school year? Standard procedures will be followed for all student related illnesses. However, if a student or staff member has a temperature of 100.4 or more, the student will be quarantined, and parent will be required to pick up student immediately. Staff will be sent home (pg. 54-55).

Students and staff may come down with a variety of illnesses/fevers throughout the year. Will everyone be required to get screened for COVID-19 and provide test results so that we would not need to quarantine? The re-entry plan does not indicate that everyone is required to get screened for COVID-19. However, there is currently no regulation in the CDC requirements.

4. Politics

How can we petition the government to keep the schools closed?
You can begin by connecting with your union representation and associations:
NJ Educators Association <https://www.njea.org/covid-19/>
Essex County Education Association: <https://www.eceanj.org/>



In terms of district funding, how will the threat from the White House affect the district's ability to supply student needs? As of July 23, 2020, the White House acknowledged that some schools may need to delay reopening this fall as the coronavirus continues to surge. CARES Act funding was provided to districts to supplement the cost of procuring COVID-related supplies, materials, and resources.

With all of these guidelines, reopening now is not feasible or practical. We should put all our efforts into doing the best distance learning plan possible with a possible return in January. This would give more time for the release of a vaccine. The District's Reopening Plan provides 2 considerations for reopening. Plan B presents a more decelerated reopening that brings all students back onsite in January using a hybrid approach. See pages

5. Staffing/Hiring

Staffing/Hiring will the district hire more aides to help with sanitizing, distancing, and mask-wearing? The district will consider hiring aides to support the teachers and students in the classroom. Especially, the lower grade levels.

Can more paraprofessionals be hired to assist the teacher with live streaming to keep down? Paraprofessionals can only be hired as identified through a student's IEP, IDEA regulation and to support Kindergarten.

Will the district hire more nurses, so our home nurses aren't overextended? Additional nurses will not be hire specifically for addressing Covid-19 related matters. However, nurses will be properly trained and provided with the proper protocol to follow in the event a case arises. Contracted nurses will be hired in the event of an absent nurse.

How do we account for the additional support nurses will need and the roles and responsibilities for hygiene practices? All buildings are properly staffed with the number of nurses according to the state's mandate. All school nurses will be provided clear guidance as recommended by the local health department, Center for Disease Control (CDC), and New Jersey Department of Education (NJDOE).

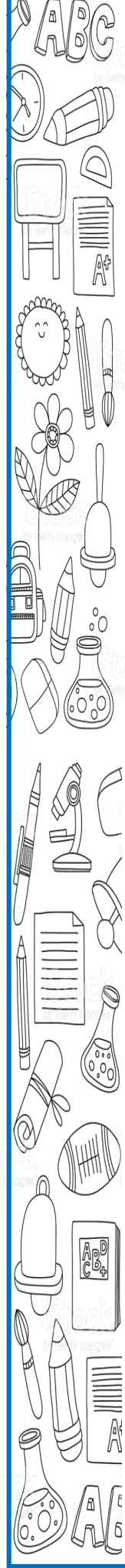
All buildings do not have a nurse on site. Currently, we have one location without an in-district nurse. In the event, a nurse is not hired prior to the re-opening of in-district learning, a contracted-agency nurse will be hired to provide daily coverage until a suitable placement is found.

How will the screening be handled in those buildings? Screenings will be conducted by the school nurse using an infrared "No Touch" thermometer.

6. Facilities/Funding/Sanitizing/Budget

Has the district created plans/budgets for the purchase of PPE and screening tools (ex: contactless thermometers)? See Plan page #16, the district has planned to provide essential PPE and Screening tools at all schools and admin facilities.

Will the district supply sanitizers? Yes, sanitizers are readily available at each school and admin facilities, but due to the PANDEMIC the district will provide more sanitizers at additional easy to reach locations.



8. Furniture

What guidance will be given for classrooms that use tables rather than desks? Classroom seating is addressed on pgs.19, 20, 21 and 22; however, it speaks primarily to classroom seating involving desks. One reference on pg. 20 is made to seating at tables suggesting sitting on one side of table. Two students can sit at a table with a plastic partition between them and 6-ft apart.

9. Classrooms: Social Distancing/Spacing and Partitions

How will classrooms be re-designed? Classroom seating is addressed on pgs.19, 20, 21 and 22.

How will children travel in the hallway as spacing is limited? Pg. 19 speaks briefly to hallways, pg. 22 speaks to drop off/pick up and reducing traffic in this process, pg. 24 speaks to hallway/wall signage to remind and facilitate movement.

If we open with any type of in-person learning, how will the staff maintain the students' wearing of masks in a class with 15 or more students in a room? Pg. 23 speaks to wearing of masks and the 10:1 student/teacher ratio.

How will the use of science materials be handled? Those materials are handled collaboratively. Will more materials be provided so that each student has their own? See pg. 39 Limited/no sharing of materials; see pg. 40 for info specific to conducting Science labs

Are there physical barriers being installed in classrooms? See pg. 23; barriers are desk/table partitions.

Trailers are not equipped with cubbies to separate items; what can be done? Not addressed in plan; pg. 43 (PreSchool Plan) only states that they cannot share cubbies and their personal items can not touch another. Trailers should follow the same guidelines prescribed for building and classroom spaces.

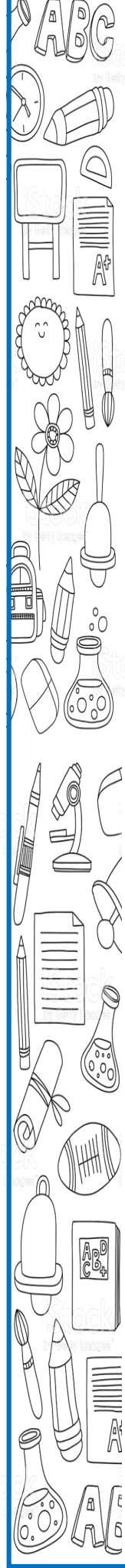
Are we replacing tables with desks? Classroom seating is addressed on pgs.19, 20, 21 and 22; however, it speaks primarily to classroom seating involving desks. One reference on pg. 20 is made to seating at tables suggesting sitting on one side of table. Two students can sit at a table with a plastic partition between them and 6-ft apart.

10. Gatherings

How will physical fights be handled and disbursement of crowds? Page 24 speaks to the careful monitoring of communal spaces. Fights are to be handled using the district protocol for quelling fights while applying safe practices including the wearing of masks and gloves.

What will we do about concerts given the spacing restrictions? See pages 24 (Communal Spaces) and 39 (Gatherings)

Will students have lunch in the classrooms? Pg. 19, 25, 26 (lunch procedures)



11. Transportation

Should students have their temperatures taken BEFORE they board the bus? If a student has a temperature prior to boarding, how will the guardian be contacted?

Recommendations:

- Temperatures should be taken prior to bus entry by bus aide.
- Parents must accompany their child to the bus in the event the student has a temperature of 100.4 or greater, (the student will not be allowed on the bus).
- Develop a plan for students who arrive at bus unaccompanied by parent:
 - Student will not be permitted to ride on the bus
 - Bus driver will contact parent and School District regarding students' temperature and non-admittance to the bus.
 - Bus driver and School District will maintain a daily log of students not permitted on bus.

How are the buses going to accommodate students that are bused? Will there be an increase in the number of buses or decreased in the number of student's student boarding them? Transportation bus and safety outlined on (pg. 57)

Recommendations:

- All students and staff are required to wear masks
- The CDC is recommending 11 students per 54 passenger bus
- Accompanying districts in Essex County are utilizing 22 bench seats with one student per bench
- Barriers between seats are a temporary option; however, they have not been approved by the Federal Motor Carrier.
- Provide staggering transportation times so fewer children are in each vehicle
- Provide signs to reinforce social distancing and hygiene rules.
- Increase parent awareness of the ability to waive transportation for the school year.
- There will be a need to increase the number of buses to accommodate the school bus safety protocols for COVID-19 (double buses per route)

12. Pick Up/Drop Off

How will drop off, and pickups be carried out safely and timely?

See pages 22, 25, and 26

What safety protocols will be put in place to keep our parents safe when picking up students?

See pages 22, 25, and 26

Also, will parents ever be allowed to enter the schools?

See pages 22, 25, and 26

13. Masks and Students

Is the district providing masks and or face shields to students and staff? How do we address the changing out/dropping of masks? See page 18 and 48

Will masks be given to students who do not have masks? See page 18



Will students be expected to wear masks all day? How will breakfast/lunch impact the wearing of masks?

See page 23

Who will assist students with their masks? See page 23 and 43

If a child loses their mask during the school day, will a replacement mask that is equally sufficient be issued? See page 18

What provisions will be in place for students who come with a used or dirty mask/without a mask? See page 18 and 23

Will students be trained in wearing masks appropriately? See page 52

What do we do about students who need to take a break from wearing a mask? Can we have someplace in the building that they can go?

Well ventilated areas of the building such as gyms and outdoors in the school yard can be used as spaces for students who need a break from wearing masks. Students can be allowed to go into those areas in number that allow for effective social distancing to take place.

What about students who refuse to wear masks?

Students are strongly encouraged to wear face coverings and are **required** to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. Students who do not comply with the requirement to wear masks may be asked to attend school remotely or may face disciplinary action. There will be times and spaces where students can take off their masks, but they will have to wear them when social distancing measures cannot be maintained.

What about children with asthma and these masks? What are the considerations for our more impaired students and students who may not adhere to distancing and PPE guidelines?

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


Exceptions:

- Doing so would inhibit the individual's health.
- The individual is in extreme heat outdoors.
- A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering.
- The student is under the age of two (2) and could risk suffocation.

Students also have the option of wearing face shields if a mask is uncomfortable or may impair the student due to a preexisting health condition.

Will there be adjustments to staff and student dress codes to allow for hair coverings or face shields attached to a hat?

Staff and students should follow all district dress codes, which do not permit the use of do-rags, caps, bandanas, or other headgear (other than for specific religious reasons). If the student is having a difficult time keeping the mask around their ears, a thin, solid navy blue headband with mask buttons may be worn with approval from the building administration and school nurse.



Special Needs students and younger students may not be able to handle wearing masks due to anxiety or other reasons. What guidance is given for those cases?

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

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

Exceptions:

- Doing so would inhibit the individual's health.
- The individual is in extreme heat outdoors.
- A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering.
- The student is under the age of two (2) and could risk suffocation.

Masks are great but respirators provide a true barrier to airborne contaminants. Is there a way to provide N95 or higher respirators for all?

Unfortunately, there is not. Currently, N95 and high respirators are critical supplies that should be reserved for healthcare workers and other first responders. Masks, such as face shields and cloth face coverings will help to reduce the spread of COVID-19 if everyone wears them and other social distancing measures are utilized.

14. COVID Testing/Vaccines

Is COVID Testing mandatory for all students and staff to re-enter? As of this time and date (July 25, 2020), the guidance has not suggested this.

A negative result on Monday does not ensure a negative result on Wednesday. How often will students, teachers, and staff be required to be tested? As of this time and date (July 25, 2020), the guidance has not suggested this.

If a vaccine becomes available will this be mandatory for staff and students? As of this time and date (July 25, 2020), the guidance has not suggested this.

Will the schools be a testing site for COVID, or would parents need to take their children to a separate testing facility? Currently, parents would have to take their children to a separate site for testing. This is always a consideration however and the district is looking into this by way of the City Health Director.

If testing to enter/reenter the school is required, who pays for this if the family has no insurance? As of late, there have been sites that have offered this service. We will explore this option.



15. Sick Students/Checking Illness

Who is responsible for taking temperatures upon arrival? We are looking into purchasing a thermometer that will allow up to 30 students at one juncture to be tested. This will allow for the continued health and safety of all staff. We are meeting with school nurses as part of the Re-Entry committee to continue to scaffold supports.

I am also concerned about the transparency of all families considering that their child may not sick, but someone in their house maybe. How do we address this? Good question, if someone is sick in their home, we will provide the CDC guidelines indicating the quarantine mandate.

If a student has their temperature checked and they have a fever over 100.4, what happens if we don't have a working phone number for the parent? We will impress upon the families that as per Executive Order, students will not be allowed on school site if they exhibit symptoms or the temp is over 100.4. The student will be quarantined in the isolation room until the parent arrives.

What's going to stop parents or staff from self-medicating with fever-reducing medications such as Tylenol to make sure their temperature is reduced before they come into the school? We are impressing upon parents that though we know that folks have to work, it is necessary that they are honest in their assessment of their medical status. Additionally, we are considering another temperature check throughout the school day.

Some people with COVID-19 may not have a temperature even when very ill (asymptomatic or pre-symptomatic). Not having a temperature is not a sign that you are not infected. How will this be addressed? In the COVID environment, we must presume that all students and staff are carriers and enact social distancing measures and other

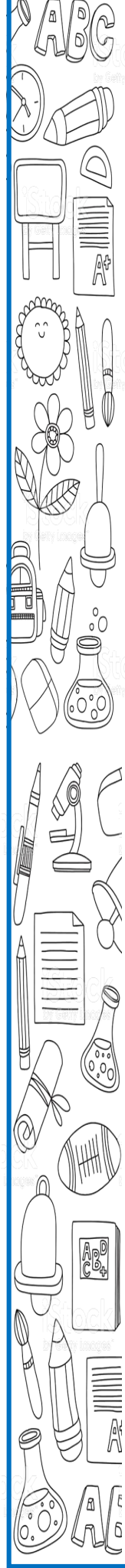
Will high-risk children need a doctor's note, or will verbal notice be enough? A doctor's note indicating is the mandate.

If COVID-19 is transmitted to a teacher or staff by a student, what support will be offered to teachers? Support through self-care is always the most important option. But guidance shares that we would not know directly who exposed a person to the virus.

16. Health Insurance

What supports do we offer for families without health insurance? Can we offer information and help with health care or insurance? Our community engagement officer is researching ways through organizations to assist families without health insurance. Updates will be evident on the website as well as sent out via blast and on our social media handles. Additionally, the district refers students/parents to the local city health department. For free covid-19 testing, families can visit this website to find a testing center near them <https://covid19.nj.gov/pages/testing#test-sites>.

Families can apply online for affordable health care at <http://www.njfamilycare.org/default.aspx>.



17. Attendance

Will attendance policies for staff and students be modified to address COVID/ quarantines? District attendance policies will be modified as per State and Federal guidelines to address required periods. Policies during this time must be revisited as this is a pandemic. Strauss Esmay who is the author of our policies but can be revised by the Board of Education are working on drafts as we speak. The Office of the Superintendent works collectively with the Board of Education to ensure that all policies reflect the needs and concerns of students and staff.

Will there be updates to the attendance policy for students? Policies during this time must be revisited as this is a pandemic. Strauss Esmay who is the author of our policies but can be revised by the Board of Education are working on drafts as we speak. The Office of the Superintendent will work collectively with the Board of Education to ensure that all policies reflect the current needs and concerns as evident by the pandemic.

How will sick time be appropriated for staff if forced into mandatory quarantine because of a student or other staff member? Staff forced into mandatory quarantine because of a student or other staff member will be expected to work remotely, if possible. If the staff member becomes incapacitated, he/she will be placed on sick leave. A staff member diagnosed with COVID-19 must provide evidence of contracting while in-district. Otherwise, the absence/illness will not be considered workman's' compensation and personal time will be charged.

18. Scheduling

If we go into distance-learning again in September, what is the instructional format in terms of synchronous and asynchronous instruction? See pages 30 - 36

As a parent with children in two different grade levels who travel together, how will in school learning be affected? See pages 30 - 36

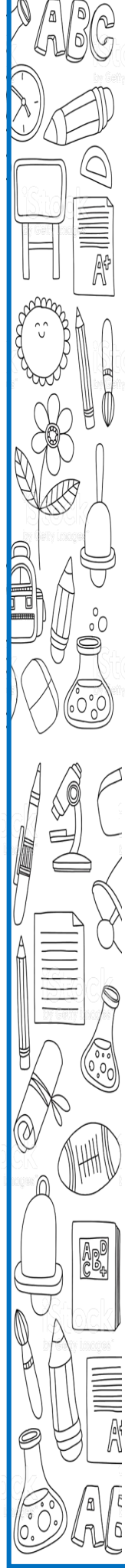
If we are considering an A/B day schedule, how can the district provide additional support to those who struggle without direct instruction? Scheduled synchronous and onsite Instruction in emphasized throughout the Reopening Plan; See pages 30 – 36; 38 - 46

Will the schedule include half days? Yes; See pages 30 – 36

If there is an A/B hybrid model, and the teachers are in-person teaching each day for the group of students who are present, how will they also then facilitate the online learning for the children not present for that day? Webcams will help facilitate remote instruction; See pages 30 – 36; 38 – 46. It is important to note that School districts in New Jersey have the legal ability to install cameras in public areas in schools.

If students are only in the school building for a partial week, will staff be in the building for a full 40-hour week? If so, what accommodations will be made so that teachers can keep up with responding to those students who are working virtually that day? See pages 30 – 36; 38 – 46. Teaching staff report onsite for 2 days per week providing virtual synchronous instruction within their designated classroom spaces; support staff (guidance, CST, social workers, attendance officers), nurses, TC's, secretaries are onsite 4 days per week. Shared teachers may have an AM/PM. Teachers are onsite for the length of the school day.

The time availability for parents to support distance learning may change; therefore, the students who were not deemed "at-risk" based on the criteria outlined may change. Equity is stated, but how will that be ensured? What resources will be available to parents to support distance learning; particularly when 90%



of the work is asynchronous which in turn means, especially for elementary students, more work for parents. Scheduled synchronous and onsite Instruction is emphasized throughout the Reopening Plan; See pages 30 – 36; 38 – 46

Will we continue the Learn Day/Do Day format? No; scheduled synchronous and onsite Instruction is emphasized throughout the Reopening Plan; See pages 30 – 36; 38 - 46

We should consider opening schools only for elementary students and provide online learning for middle and high school students who may require less support. Special needs students should also be considered for in-school learning as well. Students reenter into onsite instruction on a staggered timeline and schedule with specific subgroups targeted and prioritized for onsite learning; see pages 30 – 36; 38 – 46.

Can we enter the building prior to the nurses' arrival? Health Screening at Entry Check for signs of illness for all staff and students at entry each day. This can be conducted by school nurse or other trained designee. See page 26.

How will large and crowded buildings be addressed within the District's guidelines? Twenty-five (25) percent of the students in a school report to school on a given day; schools are also to adhere to limitations of student to staff ratios of 10:1 and social distancing 113 NSF. See pages 23 and 35.

19. Instruction and Materials

For virtual learning, will the teachers be available for the entire school day?

See pages 30 – 36; 38 – 46. Teaching staff report onsite for 2 days per week providing virtual synchronous instruction within their designated classroom spaces; support staff (guidance, CST, social workers, attendance officers), nurses, TC's, secretaries are onsite 4 days per week. Shared teachers may have an AM/PM. Teachers are onsite for the length of the school day.

How does small group learning occur with social distancing? Small group instruction is discouraged if it breaches social distancing requirements.

What will the expectation be for staff members who might be teaching students in person on a Monday in a hybrid setting while other students are home? Will there be more prep time for teachers who are now creating two sets of content? See pages 30 – 36; 38 – 46. Schools will disseminate "print" materials that students need for at home and on-site instruction. Schools will also disseminate individualized materials for student use (manipulatives, art supplies, science/STEM lab materials, goggles); ordering more supplies than normal.

Will teachers be responsible for ensuring that the classroom and materials are cleaned between classes?

Onsite teachers will have PPE 'kits' in each classroom equipped with an additional supply of disposable masks, Lysol wipes, hand sanitizer, disposable gloves (nitrile and powder free), etc. for staff and student use.

How will we address student accountability for turning in work if they are sick with COVID-19? Schools will follow typical protocols for make-up work accruing during an excused absence.

How will we address students having school supplies throughout the year if they are in virtual environments? Schools will disseminate "print" materials that students need for at home and on-site instruction. Schools will also disseminate individualized materials for student use (manipulatives, art supplies, science/STEM lab materials, goggles); ordering more supplies than normal.

We have suffered learning loss in comparison to other more affluent districts. How can we close these gaps?

Prior to opening, the District will (a) Prioritize the most critical prerequisite skills and knowledge for each subject area and grade level, (b) Evaluate students' unfinished learning such to provide acceleration support, (c) Determine approach to diagnosing students' unfinished learning in the prerequisite content knowledge and skills, (d) Adapt the curricular scope and sequence/pacing for each subject area and grade level to accommodate where teachers might need to provide acceleration support, (e) Determine the essential instructional resources that teachers must have at home/school based upon grade level. See pages 15 and 16 also.

For Physical Education and recess, equipment that must be disinfected/sanitized after every use, will we be provided with ample supplies since they are currently unable to be ordered? Also, will we be given extra time in between classes/during the class period to do so? Will PE/Health and other larger class sizes meet the same guidelines and regulations of regular classrooms?

See page 21

How will art classes be handled with possible expensive materials that need to be shared? Our current budget is already not feasible for this.

Schools will disseminate "print" materials that students need for at home and on-site instruction. Schools will also disseminate individualized materials for student use (manipulatives, art supplies, science/STEM lab materials, goggles); ordering more supplies than normal.

Students are spending more time staring at screens which may lead to headaches and eyesight issues. How do we address this?

Scheduled synchronous and onsite Instruction in emphasized throughout the Reopening Plan; additionally, schools will disseminate "print" materials that students need for at home and on-site instruction. Schools will also disseminate individualized materials for student use (manipulatives, art supplies, science/STEM lab materials, goggles); ordering more supplies than normal.

The studies of aerosols in the music class are ongoing, so the concern is how to effectively instruct in a vocal and instrumental classroom. Many different scenarios are being discussed in my online groups, and in all cases, an important factor is air purification/circulation in the music class.

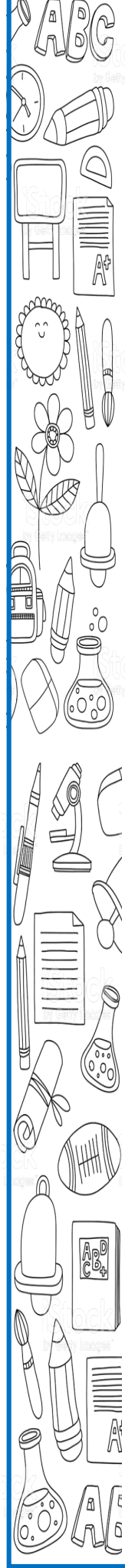
The District will make sure that all instructional spaces in-used will have a proper ventilation and or air circulation; the district is looking into the purchase of certain model of portable air purification equipment. The District is also in the process of servicing its HVAC system as done every Spring and Summer months. Due to the PANDEMIC, the district will intensify the cleaning process and implement any suitable measures to meet the additional needs and provision to provide optimum and cleaner air airflows).

For CTE classes, we need to consider what hands-on training is essential and how it can be done safely, as well as how often in-person/hands-on skills training can be offered and equipment properly sanitized. See recommendations for lab safety, page 40.

20. Staff and their own children

Some staff members live with high-risk family members. Returning to school could result in bringing the virus home to this population. What accommodations will be made for these staff members?

Any staff member who must care for someone under a federal, state, or local quarantine or stay-at-home order must provide a medical certification and other supporting documentation to the Office of Human Resources. The staff member can apply for the Families First Coronavirus Response Act: Eligible employees will be granted time off for up to two weeks or 80 hours of paid leave at higher of 2/3 regular rate or minimum wage. More



information regarding this leave can be found by visiting <https://www.dol.gov/agencies/whd/pandemic/ffcra-employer-paid-leave>. Additionally, eligible staff can apply Family Medical Leave Act (FMLA).

What considerations/options will there be for teachers/para/nurses/school staff who have children in other districts with a differing reopening plan? The staff member will be required to provide proper verification from the district; considerations will be reviewed on a case-by-case basis.

Parents have been placed in a situation that recently requires them to choose between their child's education and/or employment. How will the school district work with parents who do not have the flexibility to work from home? Example-Essential workers and front-line workers. Even those of us parents who do work remotely and have to support at-home learners need some support. Many of us staff members have our own health concerns or have a parent living with us who is at high risk because of age. How can we keep all of us safe?

For staff who do not have the flexibility to work from home, we are currently in negotiation and planning with local organizations such as the YMCA to determine if a support program can be established. Additionally, the district is developing a plan to keep our students in-district by establishing a safe and effective program that will allow students to report in-district on a ½ day or full-day schedule to help rear our parents.

For parents working remotely but need support for at-home learners, educators and support staff as well as administrators have been directed to assist parents and develop schedules that will permit parents to establish feasible “work-hours” and learning hours.

Additionally, parents can communicate with staff via all district-approved communication platforms and email to express their progress and ask for further assistance.

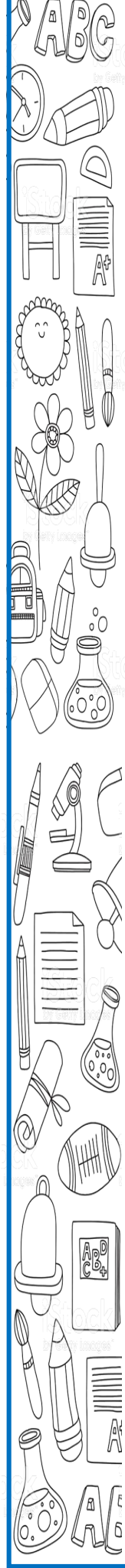
Parents who have concerns regarding safety and prefer not to send their child(ren) back, can opt for remote or hybrid learning.

21. Prekindergarten Students

Does the 2.5-hr minimum apply to preschool students as well? Preschool programs must include a six-hour comprehensive educational component (N.J.A.C. 6A:13A-1.2). This means the delivery of the school district’s comprehensive curriculum that occurs within the school day and that provides the comparable teacher/child contact time in contracted private provider and local Head Start agencies as is provided in-district. Teacher/child contact does not necessarily mean face to face instruction (see page 41).

As far as PreK students, will we continue to accept students who are not potty-trained? How will this be handled as far as changing them? A school district with a state funded preschool program cannot mandate that preschool students be potty trained prior to program enrollment (this includes preschool contracted providers and Head Start). The only requirements for enrollment in a state funded preschool program are age and residency within the school district. Eligible children cannot be denied enrollment into the preschool program, nor can they be removed from the program due to the lack of potty-training skills. Teachers and support staff will utilize all safety precautions when changing children. Due to the pandemic, extra precaution will be taken as teachers will be provided with a face shield, disposal gloves, and disposal gowns to protect their clothing. Children must wear a mask while being changed (see page 23). Teachers will dispose of the gloves and gowns after changing each child and will wash their hands properly and thoroughly.

I am very concerned about the preschool population returning to the buildings. Teachers have much more physical contact with this age group. How would teachers be protected? What is going to be the class size?



Will parents be allowed in the buildings? Much more goes on in a preschool classroom, potty-training, nap times, etc. In accordance to the New Jersey Department of Education, and to keep our children and staff safe, our preschool programs will only serve 25% of the building population to begin school in order to comply with social distancing rules. Therefore, no more than 10 children will be permitted in each classroom with one teacher and one paraprofessional. Teachers will be required to wear masks/face shields. Teachers will use discretion for other PPE such as gloves and disposal gowns (see page 18). Visitors and family members will not be permitted in the school/classrooms or offices for safety reasons (see page 26).

For our younger PreK students, can we provide guidelines for what is appropriate touch? Many of our kids love hugs, and it will be important they understand what's okay and why they cannot do certain things. Social distancing should not mean social isolation. Children, especially young children, need quality time with their caregivers and other important people in their lives. Social connectedness improves children's chances of showing resilience to adversity. Creative approaches to staying connected are important and teachers will provide children with alternative ways of staying connected. However, for some children, a touch may be necessary to connect and teachers will not be discouraged from touching children as rejecting a child at this age could have long-term psychological effects on children.

Younger students (PreK-2) learn better sitting on carpet. How will they be required to sit in a chair all day when that is almost impossible developmentally and it is harder for them to pay attention? The preschool children will not be required to sit in chairs all day. The daily routine will remain the same in face to face instruction but with a reduced class size. Greeting time, morning message, large group time, small group time, and outside time provides many opportunities for children to move around the classroom. Sitting still all-day whether on a carpet or in a chair is not developmentally appropriate for young children. Regardless of the type of instruction, face to face or virtual, preschool teachers and support staff will be guided by developmentally appropriate practices.

22. Contingency Plan for Sick Staff/Students

Will students with COVID symptoms be seen by a nurse in the same office as students with other health-related issues/injuries? Refer to page 28

Do we know that if a teacher or student in a classroom becomes COVID 19 positive, would the entire class (present with the student/teacher) have to stay out for two weeks of self-quarantine? Refer to page 54. Additionally, the district will follow the School Decision Tree established by the NJDOE (https://www.state.nj.us/health/cd/documents/topics/NCOV/CDC_considerations-for-school-closure_03_13_2020.pdf)

To what extent are members of the school community required to disclose potential exposure and to whom? What is the requirement for who becomes notified? Members of the school community should be open and honest and disclose any potential exposure to the building principal to ensure the safety of everyone. The principal should advise with the reopening team and county health officials to determine the best course of action, while always maintaining strict confidentiality.

What is the guidance for staff members with children or partners who are at high risk? Refer to pages 37 and 39

If a staff member is exposed to someone with COVID-19 while at work, what will be the protocol be for the mandatory 14-day quarantine? Will staff members be forced to use sick days?

Refer to page 39. All situations will be independently assessed, and a determination will be made based on recommendations from local health departments and protocols established by the NJDOE.

If a staff member becomes infected with COVID, how will that affect their sick time? Refer to pages 48 and 55

If my children are quarantined because of a COVID outbreak in their schools, would I then quarantine as well? Would I use sick days? All situations will be independently assessed, and a determination will be made based on recommendations from local health departments and protocols established by the NJDOE.

After an illness, will there be a re-entry screening process? Refer to page 55

What do we do for staff that are at higher risk either because of age or other conditions? Refer to page 48

Will there be accommodations for staff who do not feel comfortable and or have a home situation that will not allow them to return live? All situations will be independently assessed, and a determination will be made based on recommendations from local health departments and protocols established by the NJDOE.

23. PPE

Are gloves part of the PPEs requirements for staff and/or students? Refer to page 18 and 28. Gloves are to be supplied to classrooms and the nurse, but not required to be worn by students and staff unless they are monitoring or assisting someone who is showing flu-like symptoms.

I see many questions about students. What about staff with asthma? What if a staff member needs a break from the mask? Refer to pages 18, 23, 28, and 46. Also individuals can also choose to wear a face shield instead of a mask. Additionally, if you are in your room by yourself, you can take your mask off, but must put it back on when someone comes in or you leave the room.

24. Training

Are teachers going to go through training before the new school year begins? Will schools be provided with appropriate safety awareness workshops throughout the school year? See pg. 57

Also, will staff meetings be conducted virtually in schools with a large number of teachers? See pg. 24 and 39; Large gatherings conducted virtually.

25. SEL

How does the district plan to deal with the crisis of the impact the pandemic has on the students and the family dynamic?

Recommendations:

- Provide time and space for individuals to process traumatic events, re-establish connections with each other, and receive support that promotes their healing with guidance from Social Workers and School Counselors.
- Establish routines and maintaining clear communication with parents via phone, email and all approved virtual platforms.
- Support students and staff in feeling safe, connected, and hopeful through the assistance from Social Workers and School Counselors.

I am most concerned with the children who live in unsupported/abusive environments. Will the District have social workers and mental health agencies easily accessible for children and staff? Unsupported children in a virtual learning environment will become easily frustrated and depressed.

- Yes, social workers and mental health agencies will be available for to assist children in crisis and traumatic events.

How is the district going to address the trauma many of our student experience during the pandemic? Many will be returning having lost family members and friends that they never had the opportunity to say goodbye to in the traditional manner.

Recommendations:

- Integrate SEL in teaching, including skills to foster positive learning environments and techniques for embedding SEL into instruction.
- Utilize trauma-informed practices and agencies to support families.
- Develop protocols for identifying and supporting students who may be experiencing social emotional, behavioral, and mental health challenges:
 - Weekly check-in from Guidance Department and School Administrators
 - SEL resources on staff, school and district websites
- Provide trauma supports for adults and students
- Continued establishment of partnerships with outside entities and agencies.

26. Fire Drills

How will we adapt emergency procedures for fire and lockdown drills? We are awaiting guidance from the State.

27. Childcare

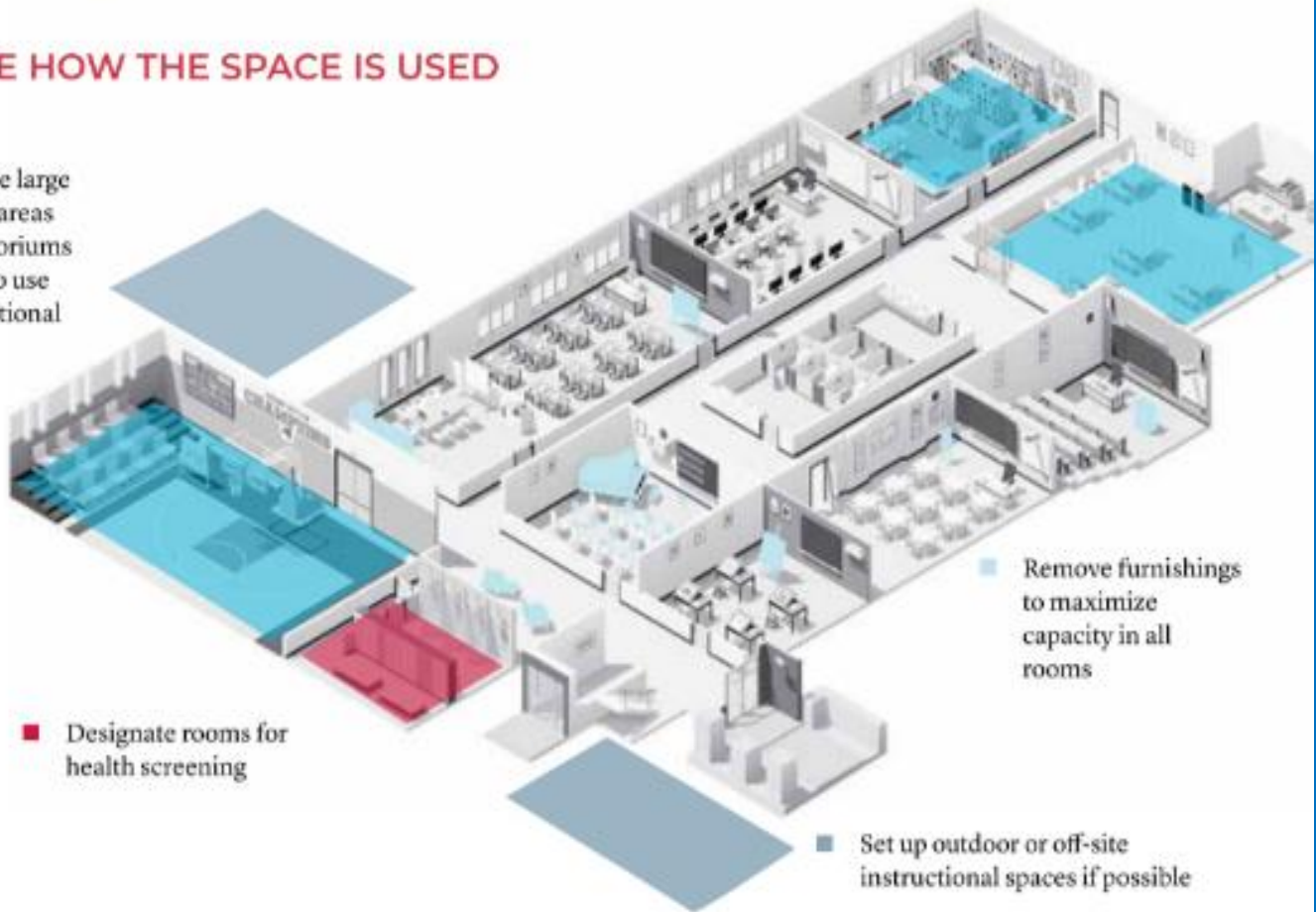
If there will be a hybrid approach, and there will be days when children are continuing virtual learning, has the district considered making childcare available for working parents? As per the survey sent out on Wednesday, July 22, we asked parents this question. It is important that parents answer the questions i.e. If the hybrid approach or full remote is the district's position, will you need full or half day childcare? The district has hosted two meetings and one the week of July 27th to continue planning for support. There will be fees associated with YMCA support for childcare however.

HOW WE GO BACK TO SCHOOL

Social Distancing: Making It Work

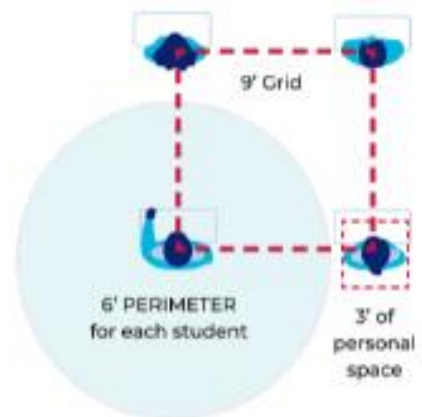
CHANGE HOW THE SPACE IS USED

- Repurpose large common areas like auditoriums or gyms to use as instructional spaces



HOW MANY STUDENTS CAN FIT IN A CLASSROOM?

- 1) Measure and record room dimensions (width x depth)
- 2) Subtract any square footage taken up by furnishings
- 3) Divide the available space by **44 square feet per person** (to allow for students to have **3 feet of personal space** and **6 feet perimeter** of socially distanced space.)
- 4) Reserve one of the available spaces for a teacher and another for an instructional aide, if necessary.



PARENT SURVEY RESULTS

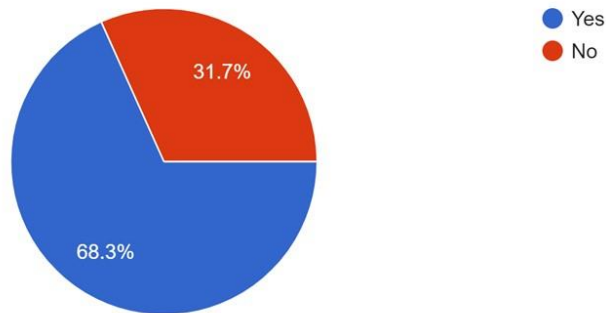
PARENT SURVEY: N = 683

Parent surveys were conducted to understand areas needing attention as we continue Distance Learning and determine our lessons learned.

Distance Learning same excellence, new platform

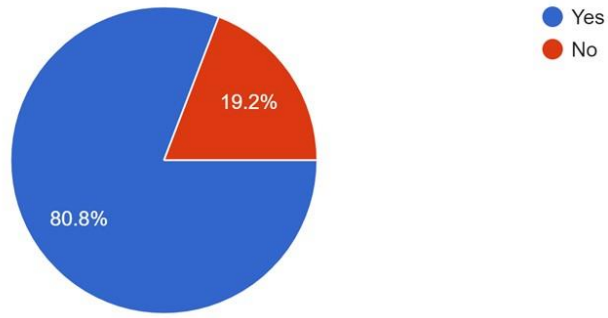


Remote learning has had a positive effect on my child's education
681 responses



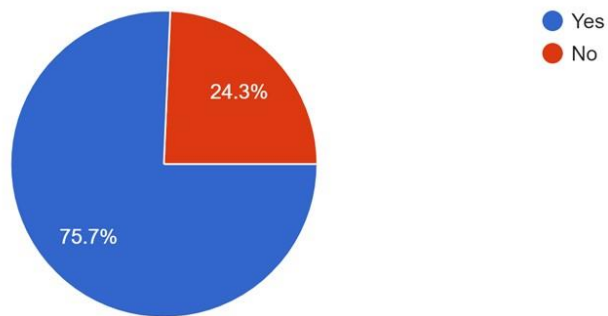
Instruction provided during remote learning is engaging, rigorous, and aligned with the curriculum.

678 responses



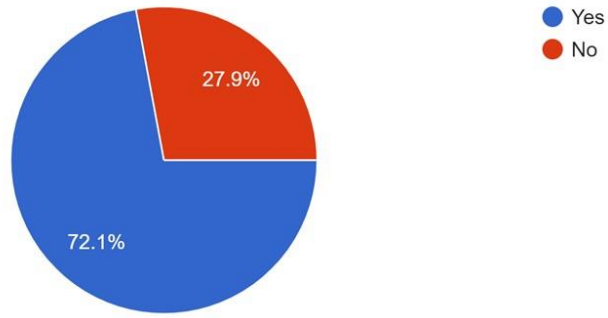
The current remote learning approach has found a way to effectively integrate instructional strategies for students.

678 responses



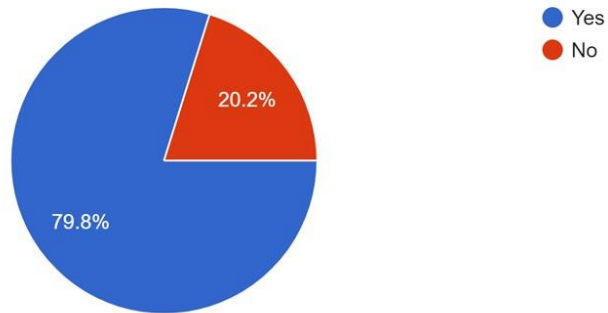
There is a good balance between synchronous and asynchronous instruction.

673 responses



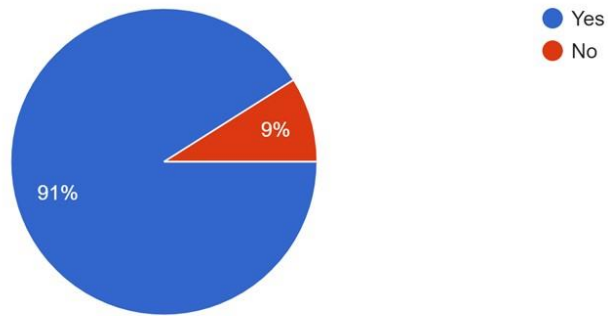
The district provided self-care supports for all staff, students, and families.

669 responses



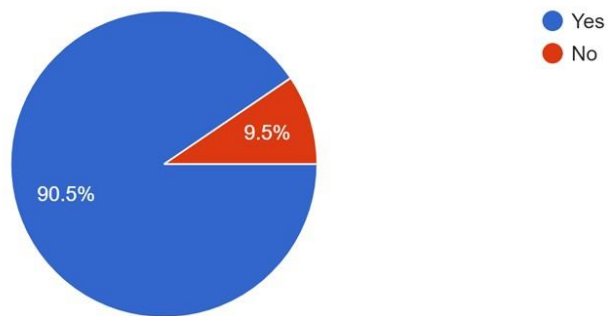
The district provided timely updates to all families & staff about continuation of distance learning & returning to school.

681 responses



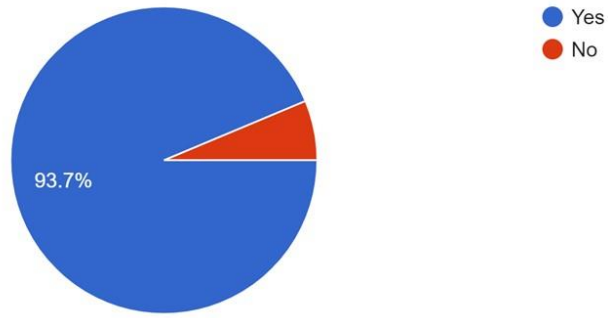
The district provided Kiosks for Chromebook distribution & information shared with the community.

674 responses



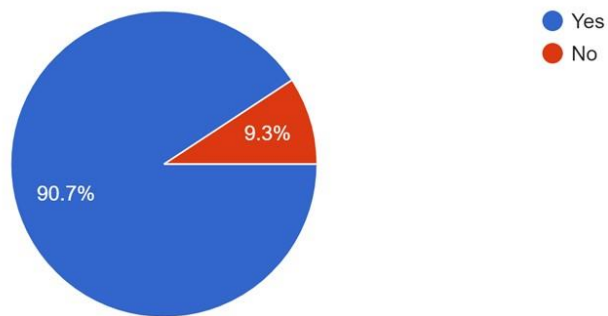
My family has access to adequate internet service to support online learning.

683 responses



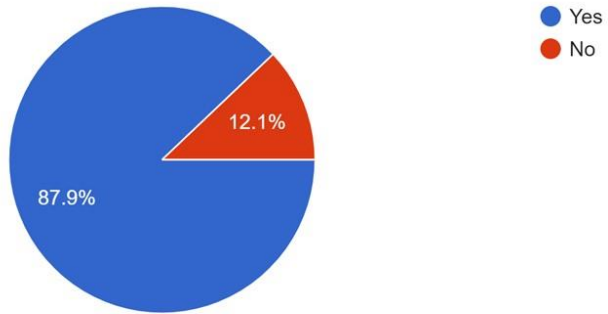
My family has access to adequate technology devices (e.g., iPad, Chromebooks, computers) to support online learning.

681 responses



My family has access to supplemental support services provided by schools, such as health and nutrition.

679 responses



STAFF SURVEY RESULTS

STAFF SURVEY: N = 522

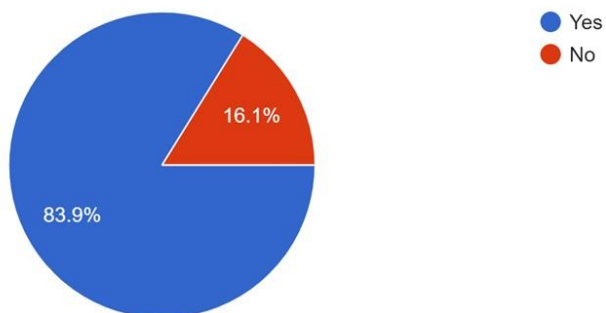
Staff surveys were conducted to understand areas needing attention as we continue Distance Learning and determine our lessons learned.

Distance Learning same excellence, new platform



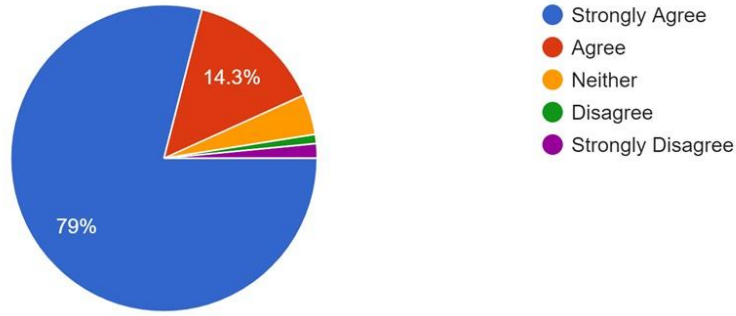
If our school district resumes on-site instruction in September, I am likely to return to school (assuming social distancing is implemented).

514 responses



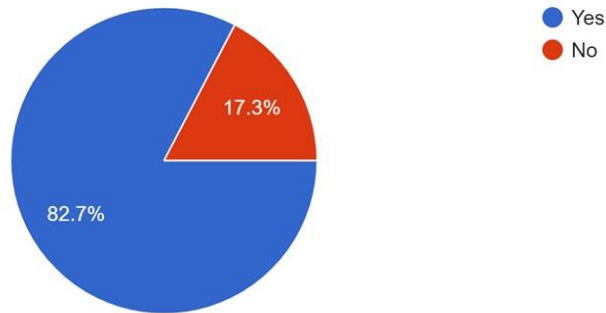
I am concerned about my health and safety upon returning to school.

519 responses



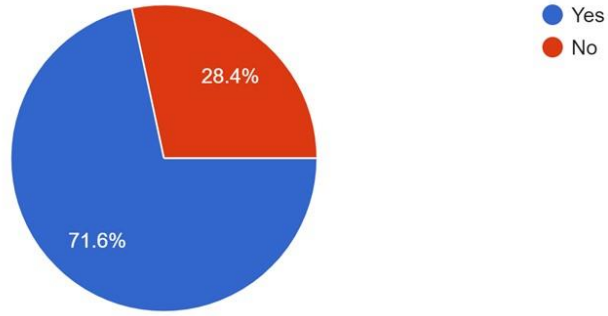
I prefer to continue to operate remotely until widespread testing is available.

513 responses



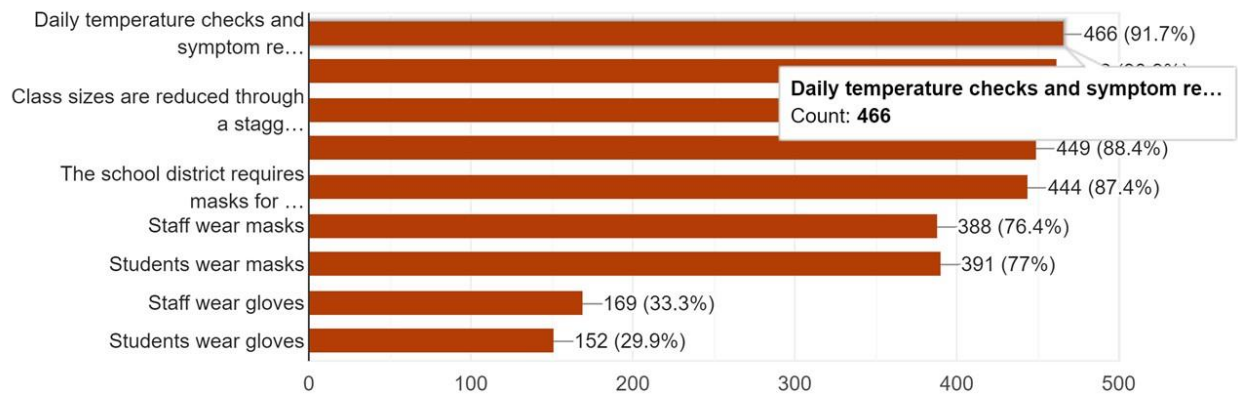
I prefer to operate remotely until a vaccine is developed and widely available.

511 responses



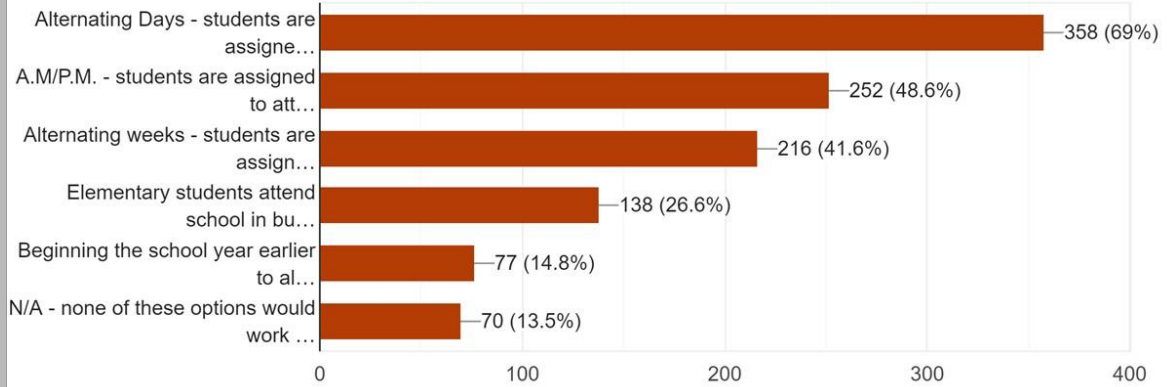
I would feel safe at school if...(check all that apply)

508 responses



One way of reducing possible spread of the novel coronavirus is to limit the number of students in a school building at a given time. If our district were to select all options that would be possible for you.

519 responses



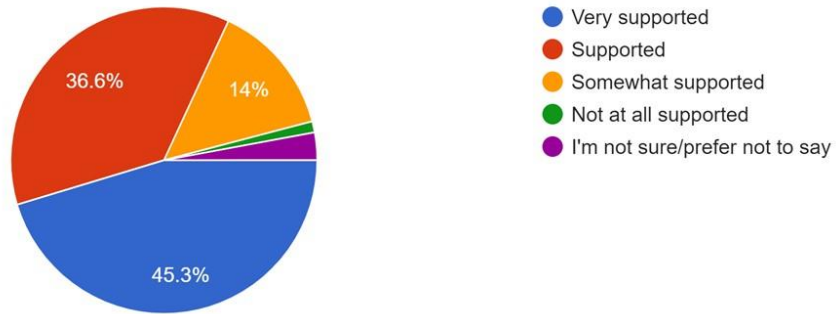
After more than three months of distance learning, how are you doing?

515 responses



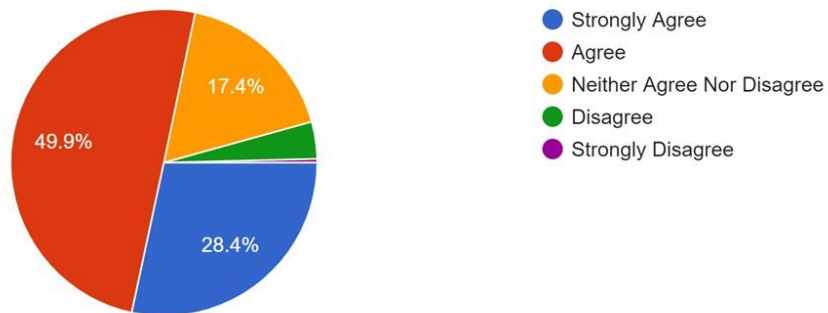
How supported do you feel by your school and district administration?

514 responses



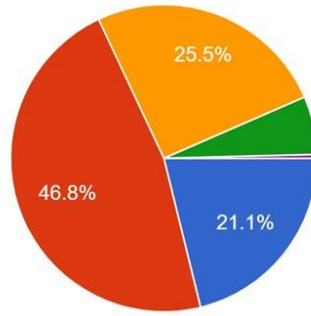
I understand how to support my students' learning in a remote learning environment.

511 responses



I am receiving support in implementing effective remote learning.

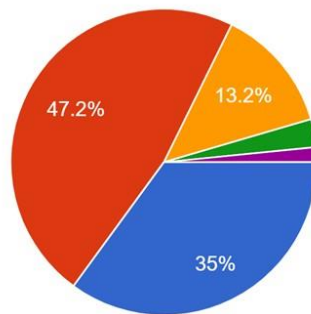
506 responses



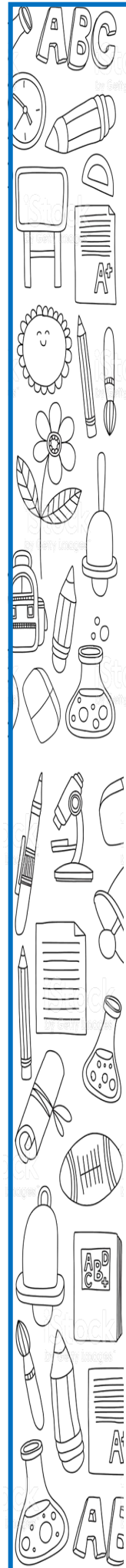
- Strongly Agree
- Agree
- Neither Agree Nor Disagree
- Disagree
- Strongly Disagree

I have maintained a sense of connection with my students and their families during remote learning

508 responses



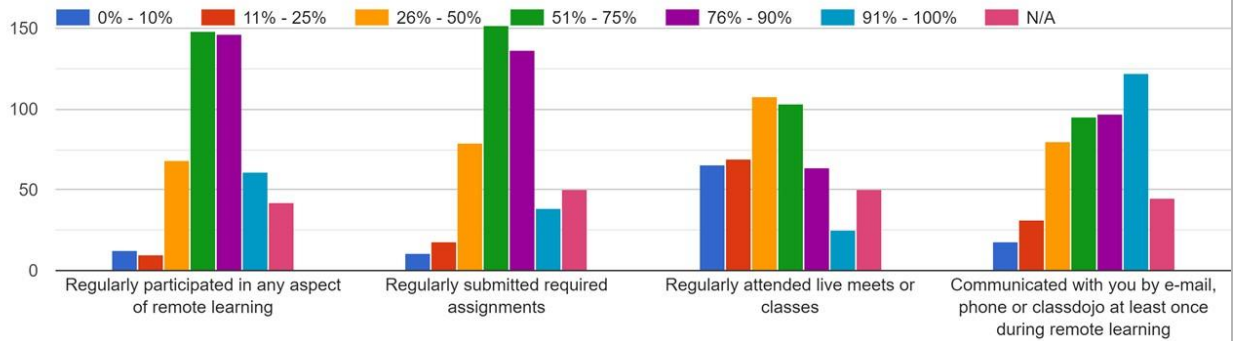
- Strongly Agree
- Agree
- Neither Agree Nor Disagree
- Disagree
- Strongly Disagree



In your opinion, how successful were the following remote learning elements?

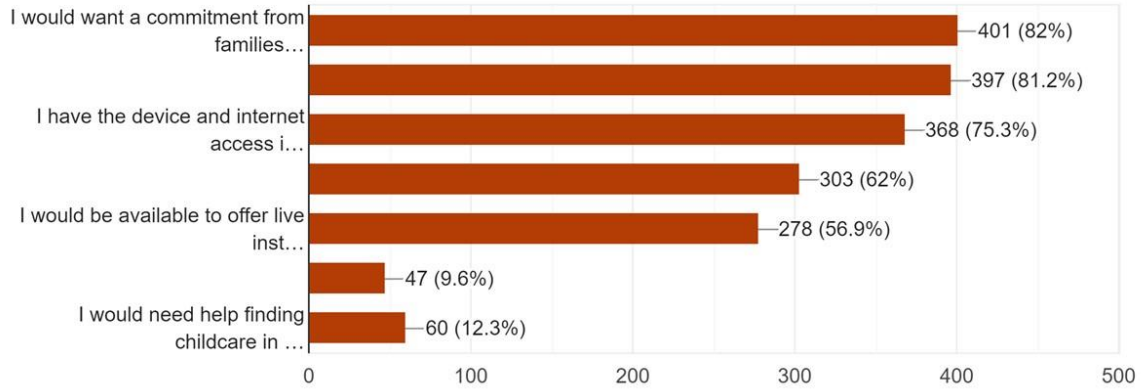


Please estimate the percentage of your students who



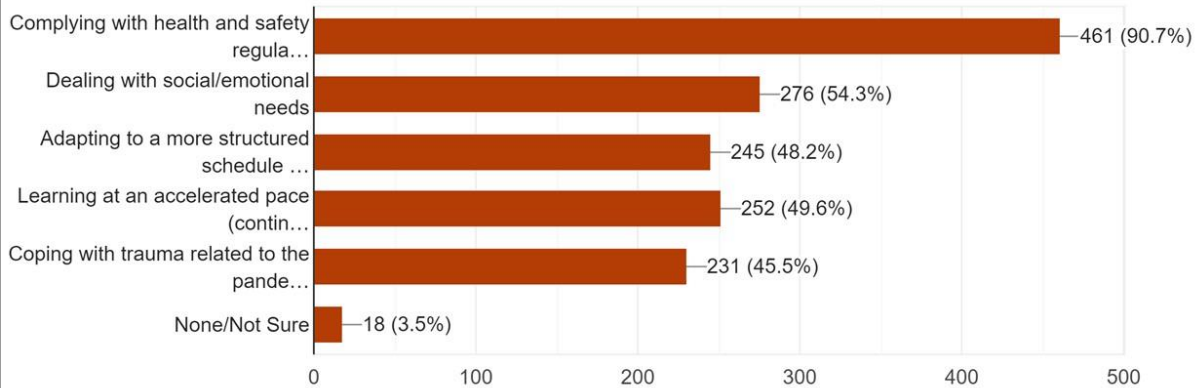
If remote learning were to continue in the fall with expanded live instruction, please check all that apply.

489 responses



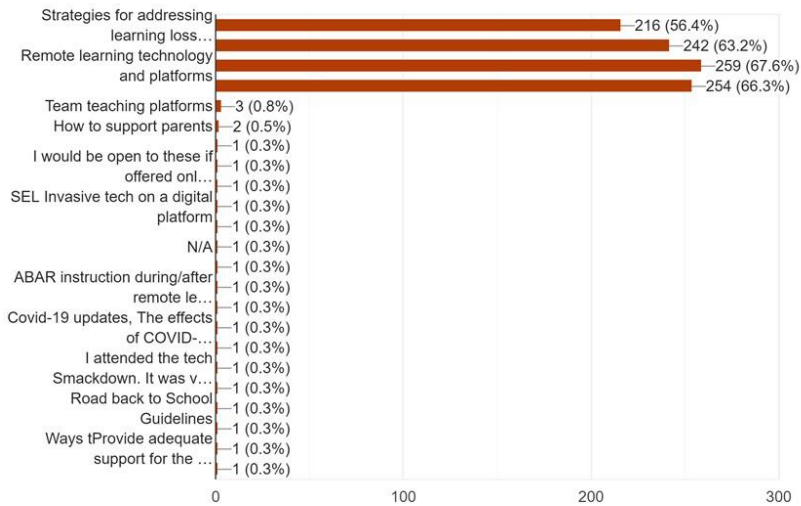
What do you anticipate will be the biggest challenges for your students when returning to school? (Select up to 3)

508 responses



If you stated yes in the previous question, what areas of professional development would you be interested in?

383 responses



Appendices (Policies)



Appendix A

REMOTE LEARNING POLICY

FULLTIME REMOTE LEARNING DURING COVID-19 REOPENING AND RECOVERY

Parent/guardian may submit, and the District shall accommodate, requests for fulltime remote learning during the COVID-19 reopening and recovery.

Parent/guardian may request any service or combination of services that would otherwise be delivered on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education and related services. A parent/guardian may request that some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the District's reopening plan.

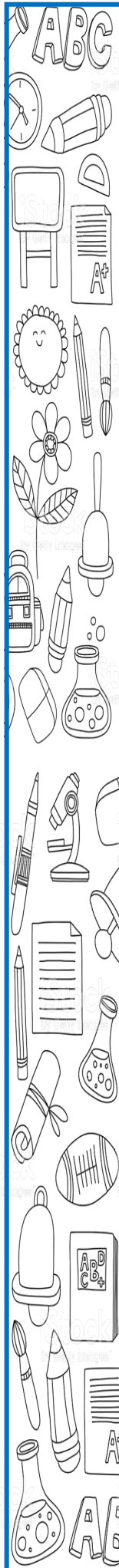
There is unconditional eligibility for fulltime remote learning. All students are eligible for fulltime remote learning. Eligibility is not conditioned upon a parent/guardian demonstrating a risk of illness or other selective criteria.

Scope and expectations of fulltime remote learning.

- Students participating in the Board's fulltime remote learning option will be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in the District programs (e.g. students participating in a hybrid mode). This includes for example, access to standards-based instruction of the same quality and rigor as that afforded all other students of the District, the District making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible.
- Fulltime remote learning will adhere to the length of the school day requirements pursuant to N.J.A.C. 6A:32-8.3, Board's attendance policy, Board's Student Code of Conduct, Board's HIB policy, Board's acceptable use policy, and all other policies governing delivery of services and District expectations of students.
- The District will clearly define any additional services, procedures, or expectations that will occur during the transition period between in-person or hybrid delivery to fulltime remote delivery.
- The District will endeavor to provide supports and resources to assist parents/guardians, particularly those of younger students, with meeting the expectations of the District's remote learning option.

Procedures for parents/guardians to submit a request for fulltime remote learning:

- Requests to **begin school year** receiving fulltime remote learning:
 - The deadline for a parent/guardian to submit a request for fulltime remote learning to begin at the start of the school year shall be .
 - The District's expected timeline for approving requests will be .



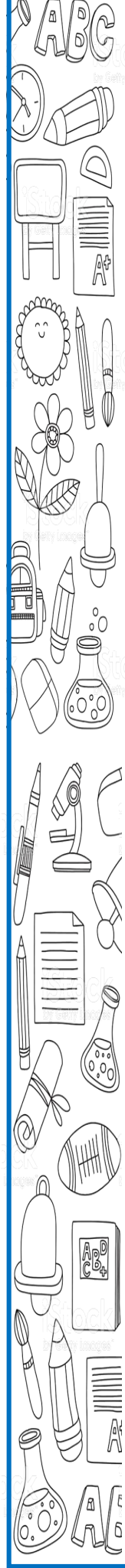
- The request shall be in writing and submitted to _____ with the following information:
 - [INSERT minimal information needed to ensure proper recordkeeping and implementation of successful remote learning, such as, name, grade, teacher, dates for which fulltime remote learning is requested, whether they have a device and internet service, and specify which services they are requesting to receive fulltime remote learning, i.e. instruction, special education program, related services etc.]
- Parent/guardian should contact _____ with any questions or concerns.
- Upon satisfaction of these minimum procedures, the District shall approve the student's fulltime remote learning request.
- Requests to transition from in-person or hybrid services to fulltime remote learning **during the school year:**
 - Parent/guardian may submit a request for fulltime remote learning throughout the school year at any time. However, parents must be aware that there will be a transition period of about [INSERT NUMBER OF DAYS OR WEEK OF TRANSITION].
 - The District's expected timeline for approving requests submitted during the school year will be _____.
 - The request shall be in writing and submitted to _____ with the following information:
 - [INSERT minimal information needed to ensure proper recordkeeping and implementation of successful remote learning, such as, name, grade, teacher, dates for which fulltime remote learning is requested, whether they have a device and internet service, and specify which services they are requesting to receive fulltime remote learning, i.e. instruction, special education program, related services etc.]
 - Parent/guardian contact _____ with any questions or concerns.
 - Upon satisfaction of these minimum procedures, the District shall approve the student's fulltime remote learning request.

The following additional services, procedures, or expectations will occur during any transition period from in-person services to fulltime remote learning:

[INSERT any additional services, procedures, or expectations that will occur during any transition period.]

Procedures for parents/guardians to submit a request for transitioning from fulltime remote learning to in-person services:

- The minimum amount of time a student must spend in fulltime remote learning before being eligible to transition to in-person services is _____.
- The deadlines for a parent/guardian to submit a request to transition from fulltime remote learning to in-person services are the following:
 - [INSERT deadlines. The District may consider coinciding the deadlines for a transition to be made at the start of each marking period.]
- The District's expected timeline for approving requests will be _____.

- 
- The request shall be in writing and submitted to _____ with the following information:
 - [INSERT minimal information needed to ensure proper recordkeeping and implementation of successful remote learning, such as, name, grade, teacher, dates for which fulltime remote learning is requested, whether they have a device and internet service, and specify which services they are requesting to receive fulltime remote learning, i.e. instruction, special education program, related services etc.]
 - Parent/guardian contact _____ with any questions or concerns.
 - Definition of the specific student and academic services will accompany a student’s transition from fulltime remote learning to in-person learning to better assist a parent/guardian anticipate their student’s learning needs and help educators maintain continuity of services.
 - If the District offers Pre-K curriculum, then the District should consult the Pre-K curriculum providers regarding appropriate measures to assess a Pre-K student’s learning progress during the transition from fulltime remote learning to in-person learning.

The following additional services, procedures, or expectations will occur during any transition period from fulltime remote learning to in-person services:

[INSERT any additional services, procedures, or expectations that will occur during any transition period.]

Procedures for communicating District policy with parents/guardians. The District will provide clear and frequent communication with parents/guardians, in their home language, to help ensure that this important flexibility is as readily accessible as possible. Communication with parents/guardians will include the following:

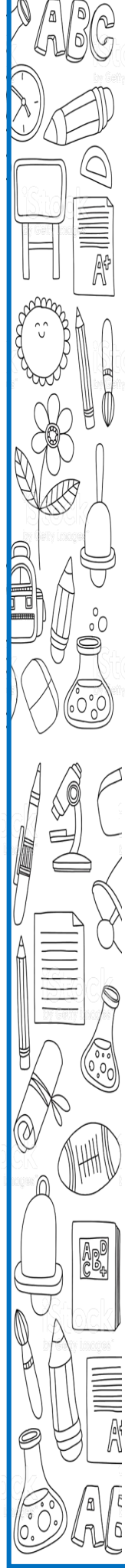
- Summaries of, and opportunities to review, the District’s remote learning policy which includes fulltime remote learning;
- Procedures for submitting fulltime remote learning requests;
- Scope and expectations of fulltime remote learning;
- The transition from fulltime remote learning to in-person services and vice-versa; and
- The District’s procedures for ongoing communication with parents/guardians and for addressing families’ questions or concerns.

Reporting. The District will report to the NJDOE data regarding the number of students participating in fulltime remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners.

HYBRID MODEL WITH REMOTE LEARNING AND FULLTIME REMOTE LEARNING MODEL

The following is applicable to both remote learning in a hybrid model and a fulltime remote learning model.

The nature of group remote learning, whether in a hybrid learning model or a fulltime remote learning model, means that students’ names and live video could potentially be seen by anyone in the background of the students who are participating, and that students may see actions in the background of other



students. Students' information, such as, but not limited to, classification status, accommodations, related services, academic levels and/or skills may also be inadvertently disclosed to others during group sessions.

In order to protect the confidentiality of the students and their performance, parents should not be present during virtual learning unless prearranged and approved by the District. Parents may not make an attempt to listen in on sessions and/or record them.

Recording virtual lessons and instruction between the teacher/instructor and students is a violation of Board of Education policies and may be a violation of state law.

Students and parents are required to adhere and comply with all applicable Board policies governing the use of technology. In addition, it is expected that students and parents adhere to the following guidelines:

- Students must be prepared for virtual learning, i.e. have devices ready and charged if needed, papers/notebook, pencil/pen, etc. at least 10 minutes before the scheduled start time.
- Be on time.
- Video must be turned on.
- If it wouldn't be appropriate in the physical classroom, it isn't appropriate in the virtual setting. This includes attire, language, behavior, topics discussed, by way of examples. See district HIB policy for explanation of virtual/cyber bullying.
- Chats should only be used to ask questions related to the lesson. Any inappropriate language will not be tolerated.
- Always behave as if your camera and mic are on.
- Do not screenshot or record anything during the meeting.
- Do not have side conversations. (The microphone will pick up other noises in the room).
- Students must use school issued devices for the purposes of virtual/remote learning.
- School devices should always be treated with respect and handled in a manner that will allow them to function properly.
- See the District's acceptable use policy for further explanation of technology use.
- Students may not use cellular devices during virtual classes, treat virtual classrooms as if they were sitting in the building.
- No eating during class, snack breaks for younger students will be built into the schedule as well as lunch for all students on full virtual days. Eating during class is very distracting to other students
- We understand that for younger students, parent help/support may be required for logging on. We ask that once a student is logged in, the space be used as a classroom and parents do not engage in the classroom setting. Please do not respond to student questions or interact with the class. We further ask that you please be cognizant that conversations you have off screen are picked up by the microphone and can be heard by the class.

The District takes the confidentiality of our students' educational information and personally identifiable information very seriously. We also hold the same high regard for the integrity, privacy, educational practice, and professionalism of our faculty and staff.



APPENDIX C

SCHOOL BUS PROTOCOLS DURING COVID-19

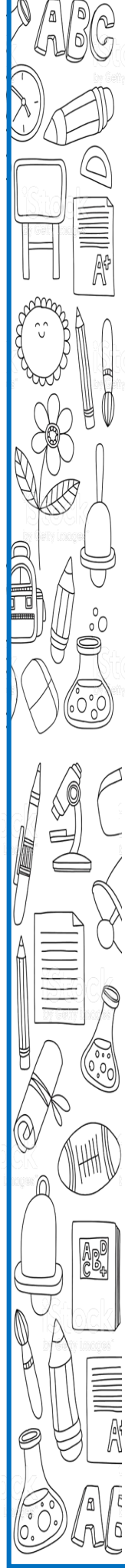
Social distancing practices (at least six feet of distance between riders) must be maintained on school buses the maximum extent possible.

There shall be one student seated per row, skipping a row between each student. Students in the same household may be seated in the same row.

Students shall not sit within six feet of the bus driver. School buses shall have physical partitions or visual cues, e.g., floor decals, colored tape, or signs, to indicate where students should not sit near the bus driver.

Students, bus drivers, and any other staff member must wear a face covering upon entering the school bus, unless a student is unable to wear a face mask or doing so would inhibit the individual's health. 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.

School buses shall be cleaned and sanitized including seats, windows, rails, and highly touch surfaces daily and before each route. There will be a two-step process for cleaning and disinfecting school buses. School buses will first be cleaned with soap and water or an all-purpose cleaner to remove dirt and germs from surfaces. School buses will then be disinfected to kill the remaining germs using EPA-approved sanitizing agents. The sanitizing agents used are limited to the following, which are on the U.S. EPA's list of products that have been shown to be effective against COVID-19: <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>. The manufacturer's instructions for all cleaning and disinfection products, e.g., concentration, application method, and contact time, etc., shall be used. Each bus driver and/or person responsible for cleaning and disinfecting the bus must be trained and demonstrate an understanding of the established protocols that must be taken to properly clean and sanitize the bus. Topics of training may include proper use of cleaning and disinfecting agents, the cleaning schedule for various surfaces, and safety precautions that need to be taken, e.g., ensuring adequate ventilation while cleaning and sanitizing. Each bus driver and/or person responsible for cleaning and sanitizing the bus shall complete and sign the attached **Cleaning and Disinfecting School Bus Checklist** each day certifying that the required process was completed before each route.



Hand sanitizer will be made available at the school bus entrance for use when boarding.

To limit possible physical interaction among students, students will board the school bus by filling the back rows first, and then progressing forward. When leaving the bus, students should exit in the opposite order.

Students will have assigned seating on the bus.

Windows will be opened, whenever possible.

Signs will be displayed in the bus to reinforce social distancing and hygiene rules, such as, staying home when sick, covering coughs and sneezes, washing hands often, and avoid touching eyes, nose, and mouth.

A staff member will accompany the bus driver on all transportation routes to ensure safety and social distancing, when possible.

Bus drivers shall practice all safety actions and protocols as indicated for other staff, e.g., hand hygiene and face coverings.

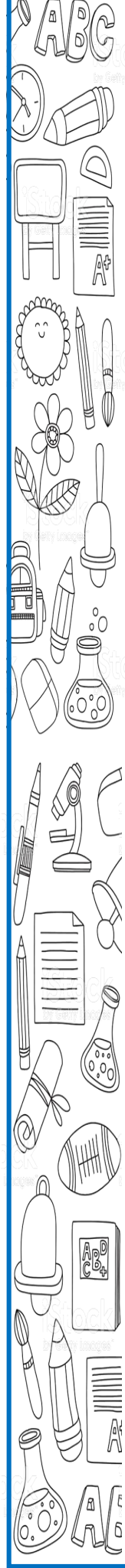
Bus drivers will be screened before their shift begins pursuant to the District's policy for health screening employees.

Bus drivers will be reminded to implement certain personal hygiene actions, e.g. frequent hand washing, and be afforded the opportunity to do so, such as, having sufficient time between routes.

A bus driver and/or staff member shall immediately notify the principal and the school nurse when he/she observes a student on the bus with symptoms consistent with COVID-19. The student shall respectfully be kept away and isolated from well students with continued supervision. If it occurs on the way to school, the school nurse will examine the student before the student enters the school building, notify the parents, and may refer him/her for testing and treatment. If it occurs on the way home from school, the bus driver and/or staff member shall deliver the student to his/her parent or to an authorized adult at the student's home or if no one is home the student will be transported back to the school district until a parent or an authorized adult can pick up the student. A student exhibiting symptoms of COVID-19 may be required to submit to a COVID-19 test. The school nurse shall require the certification of a physician that the student is contagion free before readmitting a student to school. The school nurse shall report all students testing positive for COVID-19 to the local health department. The local health department shall conduct the contact tracing.

Symptoms of COVID-19 include:

- A fever of 100° F or greater;
- Cough;
- Shortness of breath or difficulty breathing;
- Chills;
- Repeated shaking with chills;
- Muscle pain;
- Headache;
- Sore throat;

- 
- New loss of taste or smell;
 - Fatigue;
 - Congestion or runny nose;
 - Nausea or vomiting;
 - Diarrhea



CLEANING AND DISENFECTING SCHOOL BUS CHECKLIST

Please check off when completed and sign. Call your supervisor before moving vehicle if students are not following rules or issues arise.

Driver: _____

Bus No.: _____

Date: _____

BEFORE EACH ROUTE CLEAN AND DISINFECT THE FOLLOWING PURSUANT TO SCHOOL BUS PROTOCOLS DURING COVID-19:

Route 1:

Before Operating Vehicle:

- ___ Inside and Outside of Door (students touching points)
- ___ Door Hardware including the Driver's Door Opening Panel
- ___ All Seats Front and Back
- ___ All Seat Belts & Buckle Guards
- ___ All Windows and Window Frames
- ___ Side Walls of Bus at Each Seat
- ___ Wheelchair Lift Frame and Contact Points of Seat Belt
- ___ Tie Downs for Wheelchair
- ___ Car Seats or Booster Seats
- ___ Harness Contact Points
- ___ Steering Wheel and All Drivers Touch Points



During Operation Monitor Students:

- Social Distance pursuant to the District's School Bus Protocols During COVID-19
- Wearing Mask
- Physical Illness Signs

Route 2:

Before Operating Vehicle:

- Inside and Outside of Door (students touching points)
- Door Hardware including the Driver's Door Opening Panel
- All Seats Front and Back
- All Seat Belts & Buckle Guards
- All Windows and Window Frames
- Side Walls of Bus at Each Seat
- Wheelchair Lift Frame and Contact Points of Seat Belt
- Tie Downs for Wheelchair
- Car Seats or Booster Seats
- Harness Contact Points
- Steering Wheel and All Drivers Touch Points

During Operation Monitor Students:

- Social Distance pursuant to the District's School Bus Protocols During COVID-19
- Wearing Mask
- Physical Illness Signs



Route 3:

Before Operating Vehicle:

- Inside and Outside of Door (students touching points)
- Door Hardware including the Driver's Door Opening Panel
- All Seats Front and Back
- All Seat Belts & Buckle Guards
- All Windows and Window Frames
- Side Walls of Bus at Each Seat
- Wheelchair Lift Frame and Contact Points of Seat Belt
- Tie Downs for Wheelchair
- Car Seats or Booster Seats
- Harness Contact Points
- Steering Wheel and All Drivers Touch Points

During Operation Monitor Students:

- Social Distance pursuant to the District's School Bus Protocols During COVID-19
- Wearing Mask
- Physical Illness Signs



AFTER THE LAST ROUTE OF THE DAY:

- Inside and Outside of Door (students touching points)
- Door Hardware including the Driver's Door Opening Panel
- All Seats Front and Back
- All Seat Belts & Buckle Guards
- All Windows and Window Frame
- Side Walls of Bus at Each Seat
- Wheelchair Lift Frame and Contact Points of Seat Belt
- Tie Downs for Wheelchair
- Car Seats or Booster Seats
- Harness Contact Points
- Steering Wheel and All Drivers Touch Points
- Clean and Sweep Inside of Bus

During Operation Monitor Students:

- Social Distance pursuant to the District's School Bus Protocols During COVID-19
- Wearing Mask
- Physical Illness Signs

DRIVER'S SIGNATURE: _____



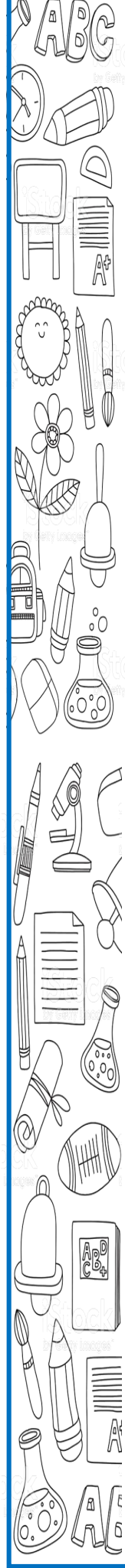
APPENDIX E

SCREENING, PPE, AND RESPONSE TO STUDENTS AND STAFF PRESENTING SYMPTOMS

The District includes 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:

I. Screening Procedures for Students and Staff

- a. Staff, students, and visitors shall be screened for entry into the school building.
- b. The school entry plan is as follows:
 - i. The following designated staff have completed screening training and are assigned to do the screening and shall be known as screeners:
 1. [Insert staff assigned to do the screening]
 - ii. The following designated entrances will be used to admit students:
 1. [Insert the designated entrances]
 - iii. The following is the assignment of classes and grades to designated entrances and/or designated entrance time:
 1. [Insert classes/designated entrances/designated entrance times]
- c. At the designated entrances, the screeners must screen students and staff for fever or signs of COVID-19 illness prior to being permitted to enter the school.
 - i. The following are the current symptoms of COVID-19, based on CDC guidance:
 1. A fever of 100° F or greater
 2. Cough
 3. Shortness of breath or difficulty breathing
 4. Chills
 5. Repeated shaking with chills
 6. Muscle pain
 7. Headache
 8. Sore throat
 9. New loss of taste or smell
 10. Fatigue
 11. Congestion or runny nose
 12. Nausea or vomiting
 13. Diarrhea
- d. Daily health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
- e. Results must be documented when signs/symptoms of COVID-19 are observed. These results are considered medical records and must be kept confidential according to the applicable laws.
- f. Isolate and remove any students, staff, or individuals if symptoms are related to COVID-19.

- 
- g. Screening procedures shall take into account students and staff with disabilities and accommodations that may be needed in the screening process for those students and staff.
 - h. Parents/guardians and staff shall complete a daily questionnaire prior to arriving at the school building to confirm students and staff are free of COVID-19 symptoms. This daily questionnaire will also be used by the District to screen for a history of exposure to COVID-19.
 - i. Parents/guardians are encouraged to be on alert for signs of illness in their children and to keep them home when they are sick.
 - j. Staff are encouraged to self-screen prior to coming to work and not to attempt to enter the school building/District facility if they have any COVID-19 symptoms.

II. Screening Method for Students and Staff

[Below are 3 examples for screening methods provided by the CDC for the District to consider. The District will choose one of the methods.]

Example 1 [social distancing]:

- a. The staff/parents/guardians must take their/their child's temperature either before coming to school or upon arrival at school. Upon their arrival, the screener shall stand at least 6 feet away from the staff/parent/guardian and child, and:
 - a. Ask the staff/parent/guardian to confirm that the staff/their child does not have a fever, shortness of breath or cough.
 - b. Make a visual inspection of the staff/student for signs or illness which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness (in the case of students).
- b. The screener does not have to wear personal protective equipment (PPE) if the screener can maintain a distance of six (6) feet.

Example 2 [barrier/partition]:

- a. Upon arrival, the screener shall wash his/her hands with soap and water for at least 20 seconds or, if soap and water is not available, use hand sanitizer with at least 60% alcohol.
- b. The screener shall stand behind a physical barrier, such as a glass or plastic window or partition that can serve to protect the screener's face and mucous membranes from respiratory droplets that may be produced if the student, staff, or individual being screened sneezes, coughs, or talks.
- c. The screener shall make a visual inspection of the staff/student for signs of illness, which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness (in the case of students).
- d. The screener shall conduct temperature screening of the staff/student (follow steps below)
 - a. The screener shall put on disposable gloves.
 - b. The screener shall check the staff/student's temperature by reaching around the partition, or through the window making sure the screener's face stays behind the barrier at all times during the screening.

- c. If a temperature check is performed on multiple individuals, the screener must ensure that he/she uses a clean pair of gloves for each individual and that the thermometer is thoroughly cleaned between each check.
- d. If a disposable or non-contact thermometer is used, then the gloves do not have to be changed before the next check if there was no physical contact.
- e. If a non-contact thermometer is used, then it must be cleaned with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each individual. The same wipe can be reused as long as it remains wet.
- f. The screener shall properly remove and discard PPE (gloves), and wash hands with soap and water for at least 20 seconds. If soap and water are not available, use hand sanitizer with at least 60% alcohol.

Example 3 [PPE - less effective to rely on PPE alone]:

- a. Upon arrival, the screener must wash his/her hands and put on a facemask, eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and a single pair of disposable gloves. A gown will be worn if extensive contact with an individual is anticipated.
- b. The screener shall make a visual inspection of the staff/student for signs of illness, which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness (in the case of students).
- c. The screener shall take the staff/student's temperature.
- d. If a temperature check is performed on multiple individuals, the screener must ensure that he/she uses a clean pair of gloves for each individual and that the thermometer is thoroughly cleaned between each check.
- e. If a disposable or non-contact thermometer is used, then the gloves do not have to be changed before the next check if there was no physical contact.
- f. If a non-contact thermometer is used, then it must be cleaned with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each individual. The same wipe can be reused as long as it remains wet.
- g. After each screening, the screener shall remove and discard PPE, and wash hands.
 - a. Use an alcohol-based hand sanitizer that contains at least 60% alcohol or wash hand with soap and water for at least 20 seconds.
 - b. If hands are visibly soiled, soap and water should be used before using alcohol-based hand sanitizer.
- h. The screener shall be trained on how to don and doff PPE.



III. Protocols for Symptomatic Students and Staff

- a. There shall be an adequate amount of personal protective equipment (PPE) available, accessible, and provided for use.
- b. The school principal or his or her designee shall establish an isolation space.
- c. Individuals exhibiting symptoms related to COVID-19 shall be immediately, safely, and respectfully taken to the designated isolation space by the school nurse and isolated from others.
- d. The school nurse will examine the individual and may refer them for testing and treatment.
- e. Symptomatic staff and other individuals will be sent home and advised to follow, What to Do if You are Sick at <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>
- f. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
- g. Individuals in isolation will have their symptoms continuously monitored by the school nurse.
- h. A student exhibiting symptoms of COVID-19 may be required to submit to a COVID-19 test.
- i. The school nurse shall require the certification of a physician that the student is contagion free before readmitting a student to school.
- j. The school nurse attending the ill individual must wear a face covering and try to maintain social distancing within the care area.
- k. The current Communicable Disease Service guidance at <https://www.nj.gov/health/cd/> for illness reporting will be followed.
- l. Readmittance to school shall be consistent with New Jersey Department of Health guidance and information for schools found at https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml and the New Jersey Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19 found at https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf.
- m. Students and staff may be asked to leave or not come into school if they test positive for COVID-19 or exhibit one or more of the symptoms of COVID-19 set forth above, or as may be amended by the CDC, that is not otherwise explained.
- n. If a staff member becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, the staff member shall notify the building principal and the school nurse.
- o. The school nurse shall immediately notify the local health official, building principal, and the Superintendent of Schools of a confirmed case when a COVID-19 test is positive. The local health department shall conduct contact tracing. The school nurse and the building principal are the designated staff liaisons responsible for providing notifications and carrying out other components of the board's contact tracing policy.
- p. Contact tracing will be initiated including records of groups/cohorts, assigned staff, and daily attendance.

A vertical decorative border on the left side of the page contains various school-related icons: a clock, pencil, eraser, ruler, protractor, paper with 'A+', a flower, a pencil, a pencil sharpener, a backpack, a pencil, a beaker with bubbles, a microscope, a pair of glasses, a document with lines, a pencil, a beaker with bubbles, a pair of glasses, a pencil sharpener, a pencil, a beaker with bubbles, and the letters 'A', 'B', 'C', 'D', 'E', 'F', 'G' arranged vertically.

IV. Protocols for Face Coverings

- a. School staff and visitors are required to wear face coverings unless doing so would:
 - i. inhibit the individual’s health;
 - ii. the individual is under the age of two;
 - iii. the individual is in extreme heat outdoors; or
 - iv. the individual is in water.
- b. 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.
- c. Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would
 - i. inhibit the student’s health;
 - ii. the student is under the age of two;
 - iii. the student is in extreme heat outdoors;
 - iv. the student is in water; or
 - v. the student’s documented medical condition, or disability as reflected in an Individualized education Program (IEP), precludes the use of a face covering.
- d. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- e. Accommodations 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.



Appendix F

Critical Area of Operation #6 - Contact Tracing

The District includes 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. including, but not limited to:

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. It is a long-standing practice and is an integral function of local health departments to prevent the spread of infectious disease.

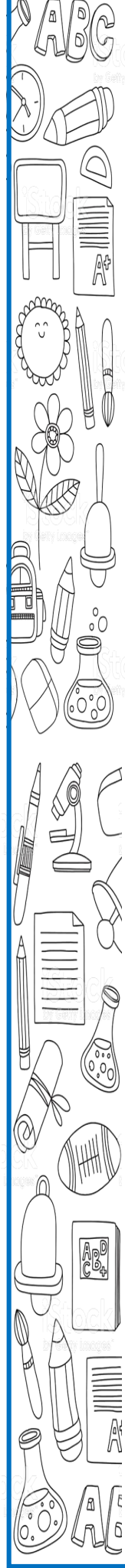
All procedures will adhere to applicable federal and state law and regulations regarding privacy and the confidentiality of records.

The school nurse and the building principal are the designated staff liaisons responsible for providing notifications and carrying out other components of the Board's contact tracing policy/protocols.

The District will collaborate with the local health department and engage our school nurses to educate the broader school community on the importance of contact tracing. All contact tracing will be conducted by the _____ Health Department in collaboration with our school nurse and district administration.

The District procedure for reporting a positive case of COVID-19 for anyone who has come in contact with or has themselves tested positive for COVID-19 will be as follows:

- Contact the school nurse and/or principal to report the situation.
- Make the Superintendent aware of the situation.
- District Administration will contact the NJDOE County Office and the _____ Health Department and consult with them for the next steps to take about informing the school and community.
- The school nurse and the school administrators will assist the _____ Health Department with their contact tracing procedures by providing any necessary information such as student/staff schedules, bus lists, seating charts, daily attendance, and other information as needed.
- Alert the head custodian if there was exposure within the school building and enable the district emergency cleaning process to ensure proper and effective sanitation of the school facility. The



extent of cleaning/sanitization will be determined on the severity of the exposure and may be isolated to only certain locations in the buildings based on the risk of exposure. Whenever possible the classroom and work areas where the student or staff member was located should be closed off for at least 24 hours (if possible) prior to being cleaned and disinfected. In some events the District may have to engage in an emergency school closure to properly and thoroughly sanitize the facility as determined by the school Superintendent in collaboration with the _____ Health Department.

- If necessary, the school community will be alerted as determined appropriate by the _____ Health Department.

Adequate information and training will be provided to District staff as necessary to enable staff to carry out responsibilities assigned to them under the Board's contract tracing policy/protocols.



Orange Township Public Schools
Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools



REQUEST FOR EMERGENCY PAID SICK LEAVE
AND/OR

EMERGENCY FAMILY AND MEDICAL LEAVE

UNDER THE FAMILY FIRST CORONAVIRUS RESPONSE ACT ("ACT")

AND/OR

EXPANDED CATEGORIES OF NEW JERSEY FAMILY LEAVE ACT LEAVE

Employee Name: _____

Date(s) for which leave is requested: _____

A. Request for emergency paid sick leave under the Act:

Please check one of the COVID-19 qualifying reasons for the emergency paid sick leave and provide the requested information:

1. I am subject to a Federal, State, or local quarantine or isolation order related to COVID-19. Name of the government entity that issued the quarantine or isolation order to which you are subject:

2. I have been advised by a health care provider to self-quarantine due to concerns related to COVID-19. Name of the health care provider who advised you to self-quarantine for COVID-19 related reasons:

3. I am experiencing symptoms of COVID-19 and seeking a medical diagnosis.

4. I am caring for an individual who is subject to an order of quarantine or isolation or is advised to self-quarantine.

Name of the government entity that issued the quarantine or isolation order to which the individual is subject:

Name of the health care provider who advised the individual to self-quarantine:

5. I am caring for a son or daughter whose school or place of care is closed, or childcare provider is unavailable, due to COVID-19 precautions. Provide all of the following and initial below:

The name of the child being cared for: _____

Age of the child being cared for: _____

The name of the school, place of care, or childcare provider that closed or became unavailable due to COVID-19 reasons: _____

I hereby represent that no other suitable person is available to care for my child during the period of requested leave. _____ (Initial Here)

6. I am experiencing any other substantially similar conditions specified by the Secretary of Health and Human Services in consultation with the Secretary of the Treasury and the Secretary of Labor.

I understand the following limitations on pay:

- Paid sick leave for reasons 1, 2, and 3 above for full-time employees is at employee's regular rate of pay for up to 80 hours limited to \$511 per day and \$5,110 total.
- Paid sick leave for reasons 4, 5, and 6 above for full-time employees is paid at two-thirds employee's regular rate of pay limited to \$200 per day and \$2,000 total.
- Paid sick leave for reasons 1, 2, and 3 above for part-time employees is the average hours worked over a two-week period limited to \$511 per day and \$5,110 total.
- Paid sick leave for reasons 4, 5, and 6 above for part-time employees is paid at two-thirds employee's average hours worked over a two-week period limited to \$200 per day and \$2,000 total.

B. "Telework" under the emergency paid sick leave and emergency family and medical leave under the Act:

"Telework" means work the District permits or allows an employee to perform while the employee is home or at a location other than the employee's normal workplace.

An employee is able to telework if:

1. The District has work for the employee,
2. The District permits the employee to work from the employee's location, and
3. There are no extenuating circumstances (such as serious COVID-19 symptoms) that prevent the employee from performing that work.

Telework may be performed during normal hours or at other times agreed to by the District and the employee. Telework is work for which wages are paid and is not compensated as paid leave under the emergency paid sick leave or emergency family and medical leave under the Act.

Please provide a statement below as to ***why you are unable to work or telework*** because of the qualifying reason for leave.

C. Request for emergency family and medical leave under the Act:

Eligible employees are entitled to up to 12 weeks of emergency family and medical leave under the Act for an employee **who is unable to work or telework** due to caring for a minor child (under 18 years old) if the child's school or place of childcare is closed or unavailable due to a public health emergency.

An employee must have worked for the Board for at least 30 calendar days.

This emergency family and medical leave runs concurrently with the emergency paid sick leave under the Act.

The first 10 days (two weeks) are unpaid. During the first 10 days (two weeks), you can substitute the emergency paid sick leave under the Act or other accrued paid leave. If you are requesting to use emergency paid sick leave under the Act, please complete the above Section A. If you are requesting to use other accrued paid leave, please describe the requested accrued paid leave and amount: _____

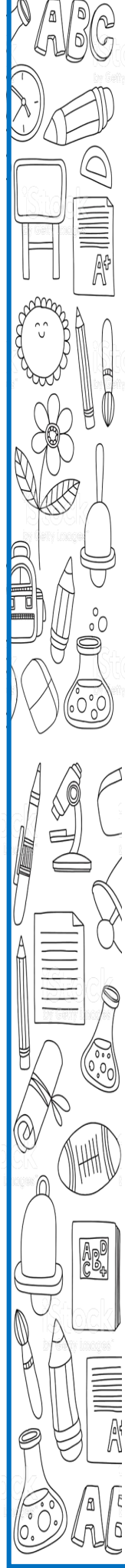
The remaining 10 weeks are paid at two-thirds of the employee's regular rate of pay, for the number of hours the employee would otherwise be scheduled to work. The maximum payment is \$200 per day and \$10,000 total.

Please attach documentation in support of your request such as, a notice of closure or unavailability from your child's school, place of care, or childcare provider, including a notice that may have been posted on a government, school, or day care website, published in a newspaper, or emailed to you from an employee or official of the school, place of care, or child care provider.

I hereby represent that no other suitable person is available to care for my child during the period for which I am requesting emergency family and medical leave under the Act.

D. Request for expanded categories of New Jersey Family Leave Act:

Eligible employees are entitled to up to 12 weeks of unpaid leave in a 24-month period for the following expanded NJFLA categories:



These categories will be triggered when:

- a state of emergency declared by the governor or as required by a public health authority,
- relating to an epidemic, a known or suspected exposure to a communicable disease, or efforts to prevent the spread of a communicable disease,
- requires a covered employee to care for a family member due to:

Please check one of the qualifying reasons and provide the requested information:

- Care for a child whose school or childcare facility is closed by order of a public official due to epidemic or public emergency.

Provide the date of the closure: _____

Provide the reason for the closure:

- Care for a family member subject to a mandatory quarantine order as a result of an illness caused by an epidemic where the family member's exposure would jeopardize the health of others.

Provide the date the public health authority issued the determination: _____

Provide the probable duration of the determination: _____

- Care for a family member who is in voluntary self-quarantine recommended by a health care provider or public authority as a result of suspected exposure to a communicable disease.

Provide the date of the recommendation: _____

Provide the probable duration of the condition: _____

Provide the medical or other facts within the health care provider or public health authority's knowledge regarding the conditions: _____



Appendix G

CRITICAL AREA OF OPERATION #7 - FACILITIES CLEANING PRACTICES

- The HVAC systems at [Insert Schools] Schools have a 30% fresh air component to their operation.
- Filters for the HVAC systems are maintained as per manufacturers' recommendations based on the type of equipment.
- Sanitizing stations are located in all high traffic areas and main entrances/exits. The district utilizes a minimum of 60% alcohol sanitizer in all upright sanitizing stations.
- Each classroom is also equipped with pump hand sanitizer as well as disinfecting wipes. The district utilizes a minimum of 60% alcohol sanitizer in all classrooms.
- Classrooms with existing handwashing stations are supplied with soap and sanitizer.
- Sanitizing cleaning products approved to kill COVID-19 virus, will be used to clean and disinfect rooms and surfaces.
- Classrooms, bathrooms, floors, touch points, and common areas are cleaned daily by the custodial staff to include:
 - classroom desks/chairs
 - door handles and push plates
 - handrails
 - light switches
 - desktops
 - telephones
 - computer stations
- District will limit and control traffic to areas such as bathrooms to assist custodial efforts and maintain social distancing.
- Playground equipment will be sanitized at the beginning of the day and after each use.
- Increased routine cleaning and disinfection of touchpoints and high traffic areas will occur throughout the day. Custodians will be on call for any concerns as they arise throughout the school day.
- If a positive case is identified, the custodial staff will be responsible for disinfecting all areas of the building that may have been affected, utilizing all appropriate PPE. Whenever possible the classroom and work areas where the student or staff member was located should be closed off for at least 24 hours (if possible) prior to being cleaned and disinfected. In some events the district may have to engage in an emergency school closure to properly and thoroughly sanitize the facility.

It is anticipated that additional or revised considerations may need to be included in this Appendix throughout the duration of the pandemic.



Appendix K

ACADEMIC, SOCIAL, AND BEHAVIORAL SUPPORTS

- Academic Supports
- [Insert Proposed Academic Supports]
- Teachers will continue to receive professional development to enhance and improve engagement of students during virtual instruction.
- Teachers will receive professional development on various digital curriculum tools.
- Social Emotional Learning (SEL), Behavioral Supports, and School Culture and Climate
 - A strong focus on Social Emotional Learning and appropriate behavioral skills will be included in the instructional day.
 - School counselors, social worker and Child Study Team members will provide individualized student services as necessary
 - Staff members will receive continued professional development and support with addressing SEL needs
 - The school counselors, social worker and school psychologist will collaborate with teachers and assist with providing mindfulness activities and brain breaks for students.
 - Orange staff will be encouraged to reach out to the school social worker or school psychologist with any concern for their own or a student's mental health.
 - Parent virtual meetings will offer support and information regarding self-care and mental health topics.
 - Extra-Curricular activities for groups of students will be held virtually, as appropriate, for students to engage with peers outside of their classroom.
 - A variety of behavioral supports are available throughout the district. This includes a contracted BCBA, school counselors, school psychologist, and school social worker.
 - Referral to outside agencies for additional support will be made as appropriate to student or staff needs.
 - Parent information and support will be provided as appropriate.

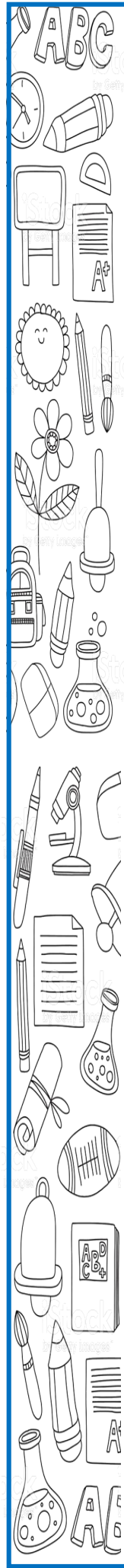
It is anticipated that additional or revised considerations may need to be included in this Appendix throughout the duration of the pandemic.



Appendix N

SCHEDULING OF STUDENTS

- Scheduling of the School Day and Educational Program
 - Orange Schools will reopen for in-person instruction for the 2020-2021 school year with all students attending school **[Insert School Re-Opening Plan Schedule]**.
 - Social distancing of 6-feet will be maximized to the greatest extent possible
 - Students, when seated at their desks in the majority of classrooms, will meet or exceed the 6-foot social distancing standard that is recommended by both the NJDOE and the CDC. In the rare instance that this may not be attainable, barriers will be put in place as recommended.
 - Class sizes have been reduced through the addition of instructional sections.
 - All non-essential classroom materials will be removed in order to maximize social distancing
 - All student desks will be placed in rows and facing forward.
 - **The shortened day schedule will closely match existing early dismissal times.**
 - Static student and staff groupings will be maintained to the greatest extent possible to restrict mixing across groups.
 - **Lunch and recess will not take place**
 - **Lunches (Grab and Go) will be provided to those students who qualify based upon need as well as available for purchase by all students.**
 - School staff and visitors will be required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
 - Students are required to wear face coverings, unless doing so would inhibit their health or unless one of the following conditions apply:
 - The student is in extreme heat outdoors.
 - A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering.
 - The student is under the age of two (2), due to the risk of suffocation.
 - During the period that a student is eating or drinking.
 - Face coverings should not be placed on anyone who has trouble breathing or is unconscious, or anyone who is incapacitated or otherwise unable to remove the face covering without assistance



(e.g. face coverings should not be worn by Pre-K students during nap time).

- The student is engaged in high intensity aerobic or anaerobic activities.
- Face coverings may be removed during gym and music classes when individuals are in a well-ventilated location **and** able to maintain a physical distance of six feet apart.
- Students may remove a face covering where same creates an unsafe condition in which to operate equipment or execute a task.
- Time will be provided during the day to allow for increased handwashing, mask "breaks", snack, and physical movement.
- Instructional programming will cover all required NJDOE curricular areas.
 - Delivery of instruction and related services may take place during the in-person shortened day, or during the afternoon remote portion of the student day.
- Parents may elect a fully remote-learning option for their child's education.
 - The structure and implementation of this option will follow all current NJDOE guidance.
 - Instructional programming will include all required NJDOE curricular areas.

It is anticipated that additional or revised considerations may need to be included in this Appendix throughout the duration of the pandemic.



Appendix O

STAFFING

□ Staffing

- Principals will collaborate with the Superintendent, school physician, staff, the department of health, nurses, and parents when health concerns arise.
- Paraprofessionals will provide individual and instructional support as per student IEPs.
- The Orange school counselors, social worker and school psychologist will provide support to parents and staff by providing resources and trainings on a variety of topics related to social and emotional learning.
- New staff members will attend new staff training, which will be virtual.
 - Novice teachers will be enrolled in induction training and provided a mentor.
- Mentor training will be provided virtually for teachers serving as mentors.
- Substitute teachers will be advised of district protocols in relation to the Reopening Plan.
- A crisis response team exists in the school district and support for social/emotional needs can be provided by our school counselors and social worker in collaboration with recommendations for support to outside local organizations.
- Health concerns are an utmost priority in the school district and the school nurse, in consultation with the NJDOH, is available to address any health related concerns that arise for the staff.
- Teachers will be evaluated consistently with guidance from the NJ Department of Education
- Instructional and non-instructional staff schedules may include designated time to support school building logistics required to maintain health and safety requirements.

It is anticipated that additional or revised considerations may need to be included in this Appendix throughout the duration of the pandemic.

Appendices (State Regulations)

New Teacher Mentoring

District boards of education must provide one-to-one mentoring support to novice provisional teachers for the first year of their employment, which is defined as a minimum of 30 weeks. This includes planned, in-person contact time between the mentor teacher and the novice provisional teacher holding a CE or CEAS must occur over the course of the academic year or proportionally longer if the novice provisional teacher holds a part-time teaching assignment.

The mentor teacher and the novice teacher holding a Certificate of Eligibility with Advanced Standing (CEAS) must meet at least once per week for the first four weeks of the teaching assignment. The mentor teacher and the novice provisional teacher holding a Certificate of Eligibility (CE) must meet at least once per week for the first eight weeks of the teaching assignment.

The individual mentor meets the following minimum requirements:

- a) Holds an instructional certificate and, when possible, is certified in the subject area in which the novice provisional teacher is working;
- b) Has at least three years of experience and has taught full-time for at least two years within the last five years;
- c) Does not serve as the mentee's direct supervisor nor conduct evaluations of teachers;
- d) Demonstrates a record of success in the classroom, including a rating of "effective or highly effective on the most recent summative evaluation";
- e) Understands the social and workplace norms of the school district and the community it serves;
- f) Understands the resources and opportunities available in the school district and is able to act as a referral source to the novice provisional teacher; and
- g) Completes "a comprehensive mentor training program with a curriculum that includes, at a minimum, training on the school district's teaching evaluation rubric and practice instrument, Professional Standards for Teachers, Core Curriculum Content Standards, classroom observation skills, facilitating adult learning, and leading reflective conversations about teaching practice." [NJAC 6A:9C-5.2]

AND

Has strong interpersonal skills; credibility with peers and administrators; leadership capacity; demonstrated curiosity and eagerness to learn; and respect for multiple perspectives.

Mentor Teachers:

- ✓ Mentoring must be provided in both a "in-person/live" hybrid and fully remote learning environment. Mentors and novice provisional teachers should agree upon the scheduling, structure and communication strategies they will use to maintain the mentoring experience.
- ✓ Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
- ✓ Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
- ✓ Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
- ✓ Continue to maintain logs of mentoring contact.
- ✓ Mentor teachers should consider all health and safety measures when doing in-person/live observations.
- ✓ Plan for contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- ✓ Consider alternative methods for classroom observations and avoiding in-person contact where possible.
- ✓ Use online collaborative tools to remain connected to other mentors, new teachers and administrators to maintain a sense of communal support.

Career & Technical Education (CTE)

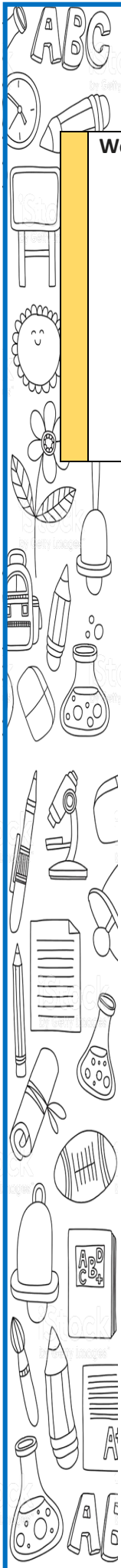
It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached districtwide. CTE programs, and the postsecondary credentials they offer students, provide currency in the labor market and serve as key momentum points for individuals on a path to economic opportunity, especially those from underserved communities. Maintaining these opportunities for students is vital for families, communities and the State.

GENERAL CONSIDERATIONS

- ✓ 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.
- ✓ Offer more flexibility in the delivery of certain CTE courses, including options for new class configurations.
- ✓ Engage students in learning experiences prior to the school year or before or after school.
- ✓ Consider how personalized student learning plans/portfolios can be used to customize each student's experience, especially with respect to possible learning loss.
- ✓ Identify the CTE content where a break or slowdown in instruction would have the most significant negative impact on student learning. If all content cannot be addressed in person, it may be beneficial to prioritize the teaching of that key content synchronously.
- ✓ Implement diagnostic tests, formative assessments, and other assessment options at the beginning of the school year to ascertain learning loss and progress.
- ✓ Leverage commercially available/universal courses and tools for CTE coursework in key areas.
- ✓ Share resources and services with other districts offering the same CTE programs for common virtual classrooms, especially regarding challenging content that students commonly struggle to master.

CONSIDERATIONS IN A VIRTUAL ENVIRONMENT

- ✓ Engage students through virtual or blended Career and Technical Student Organization (CTSO) activities.
- ✓ Consider how strategic scheduling can maximize in-person and synchronous learning, and what content within each course can be delivered through independent, asynchronous coursework.
- ✓ Conduct lab hours on a flexible schedule at school for fewer students per day.
- ✓ Consider how to model and replicate the use of certain tools and machines remotely in order to develop skills prior to and in between in-person settings.
- ✓ Thread/scaffold prior course content that may have been missed throughout the current course for a spiraling effect of learning.
- ✓ Determine if new scheduling time limits would impact the delivery of hands-on course content and chunk or rearrange curriculum as appropriate. Determine the status of scheduling and content delivery at the college partner and make student, teacher, and/or transportation adjustments as necessary.
- ✓ Determine if additional or alternate credentials can be obtained through virtual demonstration of skills and knowledge to expand student mastery of core CTE content.
- ✓ Ensure that any new certificates or accountability metrics do not drive students toward lower-value credentials that do not contribute to postsecondary success in their field
- ✓ Consider how postsecondary partners will accept results from alternative testing delivery formats if articulated credit is based on assessment results.
- ✓ Focus first on those programs that have mandated seat time for attainment of credentials and schedule around those considerations.
- ✓ Develop formative assessments that evaluate student learning and progress throughout the program, as informal, in-person formative evaluation of skills and knowledge may be limited in a virtual or hybrid environment.
- ✓ Advance completion of industry credentials, licensures, and certifications through engaging students during the summer months or before or after school.

**Work-Based Learning**

- ✓ Limit in-person participation in WBL and allow for WBL to take place gradually and safely
- ✓ by following all NJDOH's COVID-19: Information for Schools and CDC's Considerations for Schools for health and safety in the workplace such as social distancing and use of enhanced Personal Protective Equipment (PPE).
- ✓ Integrate innovative WBL experiences by coordinating with employers, students and parent/ guardians and WBL coordinators.
- ✓ Ensure WBL coordinators, students and parents receive the most current available guidance and information about health and safety in the workplace.
- ✓ Work closely with business representatives to discuss liability concerns and safety trainings for students.
- ✓ Leverage virtual employability skills resources from Career and Technical Student Organizations (CTSO).
- ✓ Decrease or eliminate the district's required hours of work-based learning participation, if applicable.

SOCIAL & EMOTIONAL SUPPORTS

<https://www.orange.k12.nj.us/domain/3058>