

# West Orange Public Schools

## Restart and Recovery Plan to Reopen Schools



The Road Back: Phased Pathways



# DRAFT



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## **TABLE OF CONTENTS**

<i>West Orange Public Schools Board of Education</i>	<i>1</i>
<i>Central Office Administration</i>	<i>1</i>
<b>MESSAGE FROM THE SUPERINTENDENT OF SCHOOLS</b>	<b>3</b>
<b>TIMELINES OF MAJOR COVID EVENTS IN EDUCATION</b>	<b>5</b>
<b>RESTART COMMITTEE MEMBERS</b>	<b>7</b>
<b>THE ROAD BACK: CRITICAL CONCERNS &amp; IRRECONCILABLE CHALLENGES</b>	<b>8</b>
<b>THE ROAD BACK: A PHASED APPROACH TO HYBRID LEARNING</b>	<b>18</b>
<b>PARENT SELECTION OF FULL-TIME REMOTE LEARNING</b>	<b>19</b>
<b>PIVOTING TO STATE DIRECTED SCHOOL CLOSURE</b>	<b>19</b>
<b>HEALTH &amp; SAFETY</b>	<b>20</b>
<b>TECHNOLOGY AND CONNECTIVITY</b>	<b>21</b>
<b>CURRICULUM, INSTRUCTION, AND ASSESSMENTS</b>	<b>24</b>
<b>ENSURING DELIVERY OF SPECIAL EDUCATION AND RELATED SERVICES TO STUDENTS WITH DISABILITIES</b>	<b>26</b>
<b>CAREER AND TECHNICAL EDUCATION (CTE)</b>	<b>28</b>
<b>PROFESSIONAL LEARNING</b>	<b>30</b>
<b>APPENDIX A</b>	<b>34</b>
<b>APPENDIX B</b>	<b>36</b>
<b>APPENDIX C</b>	<b>38</b>
<b>APPENDIX D</b>	<b>39</b>
<b>APPENDIX E</b>	<b>42</b>
<b>APPENDIX F</b>	<b>47</b>
<b>APPENDIX G</b>	<b>48</b>
<b>APPENDIX H</b>	<b>53</b>
<b>APPENDIX I</b>	<b>55</b>
<b>APPENDIX K</b>	<b>58</b>
<b>APPENDIX L</b>	<b>64</b>
<b>APPENDIX N</b>	<b>69</b>
<b>PHASE I: FALL VIRTUAL</b>	<b>69</b>
<b>PHASE II: FULL IMPLEMENTATION OF HYBRID INSTRUCTION</b>	<b>75</b>
<b>APPENDIX O</b>	<b>82</b>

## MESSAGE FROM THE SUPERINTENDENT OF SCHOOLS

# WE ARE WEST ORANGE

August 11, 2020

Dear West Orange School Community,

On behalf of the West Orange Board of Education, district administration, staff, community, and restart committee, I am proud to submit the following reopening plan for your consideration. I would also like to thank the New Jersey Department of Education for providing a framework through The Road Back manual to assist us in developing a plan which is not only safe and feasible; but also ensures to the great extent possible that our students are receiving all they need academically and socially emotionally.

The work presented herein, represents the culmination of a herculean, inclusive and collaborative effort on which many individuals have worked tirelessly over the course of the last six weeks to produce. From a project planning and implementation standpoint, this endeavor has presented challenges to say the least. As difficult as it has been to even develop a plan on paper, it is the implementation of this plan that is a far more daunting task.

Amidst these challenges, there are some that will be much more manageable with additional time to prepare and others which will remain regardless of the time horizon. For example, while we have been proactive in ordering those supplies which we have known will be necessary, we are experiencing delays in the supply chain. Other supplies, have only come to our attention as we have gotten into the granular details of the plan. There is no guarantee that we will have all the supplies and resources that are needed to implement our plan at the onset of the school year.

It is imperative that when we do open our schools to large numbers of students, we are fully equipped with all necessary supplies, which have been deployed, staged, and inventoried appropriately. Of course, the extent to which we will be able to continue to acquire the supplies over the course of the year still remains to be seen.

Second, we continue to work through the very complicated process of understanding which of our staff members would be medically permitted to return to work with students. While we have gotten a good preliminary grasp of the situation, what remains are the countless interactive medical dialogues in process which will need to be worked through. Once we've identified those staff members, we must post for these positions, interview, hire, and onboard. The likelihood that we will have accomplished all of this in several short weeks is low.

Third, the absence of air conditioning in many of our facilities will place students and staff in less than ideal and perhaps unsafe environments whereby they will be confined to classrooms for extended periods of time with masks and without the ability to take regular water breaks.

These factors, amidst others, were the impetus for the phased-in approach proposed in this plan. It is fully our intention to bring large numbers of students into our buildings as soon as possible. However, what we are proposing is that in the opening weeks of school but no later than the end of the first marking period, we would utilize that time to train our staff, prepare our buildings, prepare our students and parents, and utilize our school facilities as “services hubs” wherein students in small and individual numbers could have access to any and all services they may require. This ensures that when we take that step into phase 2 and bring in large numbers of students, we are fully prepared from an operational standpoint to do so in the most orderly and safe manner possible.

Please understand, that this plan is submitted with all proper and due respect to our partners at the New Jersey Department of Education and state government. However, it is a conclusion which I have arrived at confidently as the superintendent after almost 20 years in serving as an administrator and responsible for implementation of complex initiatives. Unfortunately, it is not altogether uncommon for initiatives to be implemented in public education without proper forethought and planning. Typically, the only consequences of that albeit not positive, are inefficient curricular implementations and disgruntled staff members. However, in the case of this implementation, there are the greatest of stakes.

Regards,



Dr. J. Scott Cascone  
Superintendent of Schools



## TIMELINES OF MAJOR COVID EVENTS IN EDUCATION

# CHALLENGES, OPPORTUNITIES, AND KEY DATES

The 2019-20 school year began like all others, by all accounts it was a successful and typical year. All that would change in the late winter of 2020 as a novel and deadly virus and pandemic would descend upon our country and community. As federal and state governments would quickly try and understand how to advise and guide our local communities through this, in early March an unthinkable reality came to pass, our schools would be shuttered and we would need to find a way to transfer our brick and mortar operations into a fully virtual model in just days.

On Friday, March 13, the district's professional staff came together for a single day of professional development in order to prepare the best they could for this transition. Spring break was rescheduled to the following week during which a team of 40 or 50 faculty and administration would work literally around the clock to prepare for this unprecedented transition and paradigm shift. No one knew when we entered into that school closure, how long it would last. Certainly, no one would have imagined that it would represent four months, a third of the school year. Over the course of that four months, the district administration, staff, and our parents and students realized just how difficult it was to do what we do on a daily basis and offer all which we offer to our community in our brick and mortar facilities in a purely virtual model. The district learned, adjusted and did the best they could on a daily basis to offer the best services possible.

The 2019-20 school year would officially end on Friday, June 19, however, the work for the district administration was only getting started. We needed to quickly pivot and ensure that we were successfully offering our high school summer school credit recovery, step up, and virtual ESY programs. The district administration and staff responsible for these programs, were informed by the feedback and lessons learned over the course of the last four months of the school year, most notably, teachers utilizing daily, synchronous instruction to deliver these programs, did so with a greater degree of success. The high school team would continue planning and working over the course of the end of June and into July to organize and implement the massive undertaking of a socially distanced on site Graduation ceremony to properly honor and celebrate the graduates of the class of 2020. Further, over the course of the summer the district has continued to conduct daily food distributions for our families. Quite simply, the school year may have ended but the work has never stopped amidst our planning.

With a week having elapsed since the end of the school year, and awaiting guidelines from the state, I convened a meeting of a School Opening Think Tank on Friday, July 26 to try and do some proactive planning for opening.

On the evening of Friday, June 26 the Department of Education would release “The Road Back” guidance manual for utilization and planning for the prospective reopening of schools in September. Over the course of early July, the district senior administration would pour through the more than 100-page document unpacking it and determining the best way to organize committees to begin this monumental undertaking. On July 15, the district would receive the plan template from our policy

advisers Strauss Esmay and begin the work of publishing the plan. Contemporaneously with writing the plan, the planning committee would be conferring with legal counsel, policy advisers, the local Department of Health and district physician to ensure that which we were writing into the plan was valid and feasible. For the last three weeks, the district's reopening committee, as well as school-based pandemic response teams spent almost every minute of every workday, in an effort and process all which has come to fruition in the School Reopening plan presented herein.

In overseeing this unprecedented situation from both a planning and implementation standpoint while managing the corresponding uncertainty, stress, anxiety, and loss experienced by our stakeholders, the opportunities and triumphs can be easily overlooked. The fact remains, however, that our community has unified, grown, and achieved some remarkable things during this time. Our community has come together in so many ways to help the less fortunate and those in need from a West Orange Strong T-shirt fundraiser which raised over \$50,000 for the Mayor's Sunshine Fund, to the establishment of a food pantry at the Board of Education, distribution of over 1000 Chrome Books and several hundred WIFI hotspots, and distribution of hundreds of thousands of daily meals. We have seen professional collaboration like never before, as staff, students, and community members have leveraged previously underutilized videoconferencing technology to teach, learn, and keep all operations moving forward. Finally, the quick shift to all virtual learning last year, led to a long overdue leap by all teachers into the realm of digital teaching and learning. When the pandemic ends and our students and teachers are back in the brick and mortar facilities, teaching and learning will never look the same, and that is a good thing!



## REOPENING PLAN

### RESTART COMMITTEE MEMBERS

RESTART COMMITTEE MEMBERS	
Dr. J. Scott Cascone, Superintendent of Schools	
Eveny de Mendez, Assistant Superintendent of Curriculum & Instruction	Kristin Gogerty-Fitzgerald, Director of Special Services
John Calavano, Business Administrator	Filipe Santiago, Director of Technology
Robert Csigi, Director of Buildings and Grounds	Elena McFarland, Director of Transportation
Joshua Kreutz, Food Services Manager	Lori Cragle, Food Services
Mark Maniscalco, WOEa President	Deborah Reese, WOEa Member
Marie DeMaio, WOAa President, Washington Principal (Title I)	Hayden Moore, WOAa Vice President / High School Principal
Lionel Hush, Roosevelt Principal	Robert Klemt, Liberty Principal
Xavier Fitzgerald, Edison Principal	Timothy Beaumont, Redwood Principal
Annette Towson, WOHS Assistant Principal	Ana Marti, Hazel Principal (Title I)
Constance Salimbeno, Preschool Principal	Ryan DelGuercio, Supervisor of Technology Education / Dean of Students
Cheryl Butler, Director of Student Counseling	Felix Plata, Supervisor of ESL / World Languages
Diana DaCosta, Instructional Technology Specialist	Tynia Thomassie, Instructional Technology Specialist
Kenneth Alper, Board President	Terri Trigg-Scales, Board Vice President
SCHOOL LEADERSHIP COMMITTEE MEMBERS	
Annette Towson, WOHS Assistant Principal	Lionel Hush, Roosevelt Principal
Ryan DelGuercio, WOHS Dean	Marc Lawrence, Roosevelt Vice Principal
Robert Klemt, Liberty Principal	Xavier Fitzgerald, Edison Principal
	Steve Melendez, Edison Vice Principal
Makeida Estupinan, Gregory Principal	Joanne Pollara, Kelly Principal
Ana Marti, Hazel Principal	Julie DiGiacomo, Mt. Pleasant Principal
Eric Price, St. Cloud Principal	Timothy Beaumont, Redwood Principal
	Kimya Jackson, Redwood Assistant Principal
Marie DeMaio, Washington Principal	Constance Salimbeno, Preschool Principal
CURRICULUM & INSTRUCTION COMMITTEE MEMBERS	
Beatrice Hanratty, ELA Supervisor K-5	Elizabeth Veneziano, ELA Supervisor 6-12
Darlene Berg, Math Supervisor K-5	Ehmad Abuhakmeh, Math Supervisor 6-12
Michael Figueiredo, Social Studies Supervisor K-12	Stephanie Suriano, Science Supervisor K-12
Cheryl Butler, Director School Counseling	Felix Plata, Supervisor ESL / World Languages K-12
Terry Granato, Supervisor Basic Skills / Title I	Ryan DelGuercio, Supervisor Technology & Engineering
Nancy Mullin, Supervisor Career Education	Kevin Alvine, Supervisor Health / Physical Education
Lou Quagliatto, Supervisor Visual and Performing Arts	Dawn Ribeiro, Supervisor Special Education 6-12
FEEDBACK LOOPS / LISTENING SESSIONS / TOWN HALL	
Nurses	School Counselors / SACs
Teachers	Parents
Pandemic Response Teams	Custodians

## EXECUTIVE SUMMARY

## THE ROAD BACK: CRITICAL CONCERNS & IRRECONCILABLE CHALLENGES

### WEST ORANGE COMMITMENT

The West Orange Public Schools are committed to the safe reopening of schools as we acknowledge the critical responsibility to provide all students with highly effective instruction as well as address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards.

In collaboration with our central office administration, school leaders, content area supervisors, instructional staff, child study team members, school counselors, reading specialists, interventionists, school nurses, custodians, technology specialists, business office, human resources office, Board members, community partners, and school families, the district has developed a reopening plan that considers the best way to educate our 6,670 students while prioritizing the safety of our staff, students, families and the West Orange Community at large.

In planning for the reopening of its twelve (12) schools, the district conducted a comprehensive assessment of the below listed areas and its ability to responsibly and safely bring back students and staff in adherence with the anticipated minimum standards outlined in *The Road Back*. Critical concerns for each of the areas were carefully examined for irreconcilable challenges for returning all students to school in the fall by the Restart and Pandemic Response Teams, alongside the feasibility of maintaining the health and safety protocols given the current state of the schools.

### CRITICAL AREAS & IRRECONCILABLE CHALLENGES

#### Critical Area / Irreconcilable Challenges #1: Health & Safety of Students and Staff

On August 3, 2020, Governor Murphy announced the decrease of indoor gathering capacity limit in response to the increase of COVID-19 cases in New Jersey. Indoor gatherings are now limited to 25 percent of a room's capacity, but regardless of the room's capacity, the maximum limit shall be 25 persons, down from 100 persons.

In his announcement, Governor Murphy states, *"In order to protect public health, we are retightening the restriction on indoor gatherings due to uptick of COVID-19 cases in New Jersey. We cannot stress enough that large and crowded indoor gatherings, where social distancing isn't being practiced and face masks aren't being worn, are not safe. Until there is a significant decrease of COVID-19 cases, these restrictions will continue to be in place."*

While schools are exempt from this executive order and social distancing practices are integrated into the district's reopening plan alongside the required use of face

coverings by students and staff (unless there is a medical condition or disability), committee members submitted the following as persistent concerns in this area:

West Orange High School currently serves approximately 2,175 students. At 25% capacity, approximately 544 students will be indoors, not to include 192 teachers and an additional 143 members of the support staff. While one-way hallways and staggered bell schedules have been integrated into the plan, there are persistent concerns around the number persons that will be indoors at once (approximately 879) and the number of people students and staff will be exposed to in one day.

For example, when considering teacher exposure to students alone, a teacher has up to 5 classes in a day with 10-12 students in his/her class. This takes into account reductions to class size to account for social distancing and a half day block schedule to reduce teacher contact and student passing time. The teacher's daily exposure to different groups of high school students via classroom experiences alone could exceed 50 students. Additionally, teachers share classrooms, co-teach with inclusion teachers, and have paraprofessionals, interventionists, school counselors, and others that push-in or pull-out to provide additional instructional support.

Given the uncertainty around how the COVID virus may spread in a school setting and the current uptick in NJ COVID data, as cited by Governor Murphy on August 4th, the district committee members believe this poses a great health and safety risk to our staff. Additionally, this poses a feasibility concern as it relates to contact tracing.

- Students who do not adhere to the policy of wearing face coverings throughout the day, specifically when in classrooms and during passing times.
- Students and staff who are exempt from wearing face coverings due to medical concerns and/or disabilities and the impact it may have on other students and staff.
- Students who present symptomatic during class and the risk of exposure to COVID for other students and staff.
- Student emergencies during school day that would require the removal of face coverings, i.e. seizures.
- Considerations for managing multiple symptomatic students at one time (especially if isolation areas are full).

#### Critical Area / Irreconcilable Challenges #2: Personal Protective and Screening Equipment

Orders for personal protective and screening equipment were placed timely and with anticipation, to include: face coverings and face shields for staff, protective gowns for nurses and teachers who work in close proximity to students, shoe coverings, desk barriers, and thermal screeners. Reopening plans are dependent on the receipt of required equipment prior to the start of the school year. To date, not all district orders have been fulfilled in these areas.

### Critical Area / Irreconcilable Challenges #3: Facilities

A persistent and primary concern directly impacting 10 of the 12 district schools is the compromised state of the heat ventilation and air conditioning (HVAC) equipment. In 2019-2020, the district experienced extenuating challenges with levels of Co<sub>2</sub>, that while within the permissible OSHA guidelines, were higher than ideal due to limited air circulation in the classrooms. This resulted in a proposal for a 40-million-dollar bond that was tabled by the Board due to unfavorable community interest. The teacher association leadership, alongside their membership, as well as community members have expressed this as their number one concern regarding the reopening of schools in the fall.

Summer / early fall temperatures for the 40% of our classrooms that do not have air conditioning would experience a typical summer day of 80 degrees outdoors with in-classroom temperatures of 90 degrees on a first floor and higher on a second or third floor. In early fall, temperatures of 70 degrees would translate into 80 degrees indoors, etc. Irreconcilable risks to the health and students of staff in schools with extreme temperatures and without proper ventilation are compounded by the required use of masks for extended periods of time (4-hour day).

- Ten of twelve schools in West Orange have HV units only which are operated as stand-alone individual room units working on manually operated thermostats in each room.
- Air conditioning is only provided by the use of window AC units.
- Approximately 40% of our classrooms do not have air conditioning.
- Most, if not all, HV units are original equipment (ranging between 30 and 100 years old)
- Fresh air is only brought into the room from the exterior only when the unit calls for heat.
- Windows must be used to assist in the ventilation of a room.
- Electric automated controls and replacement of the HV units is required to bring the systems up to current ventilation standards (ventilate when the rooms are unoccupied, ventilate when carbon dioxide is elevated).

### Critical Area / Irreconcilable Challenges #4: Human Resources

Staff decisions related to medical conditions, child care, and accommodations are ongoing and directly impact the district's ability to implement a fully staffed in person / hybrid instructional model. Reciprocally, staff decisions are contingent upon the feasibility of the district's reopening plan and the perceived risk the plan poses to their health and safety.

To date, the district has received requests for *reasonable accommodations*. Determinations for *reasonable accommodations* require an interactive process with time factors that impact the district's implementation plan.

Additionally, sixty-four (64) staff members have notified the district that they may not return in the fall due to medical conditions, family related medical conditions and/or child care, of which fourteen have confirmed in writing. Assessing the actual status of our staffing is critical for the successful reopening of schools upon the start of the school year.

Securing leave replacements presents significant challenges, specifically for positions requiring specialized certifications. Given this challenge is not unique to West Orange, the pool of candidates to fill these leaves will be limited.

#### Critical Area / Irreconcilable Challenges #5: Meals

Approximately forty percent (40.5%) of the students in West Orange are economically disadvantaged and depend on the district to receive their meals. In addition to lunch, the district provides breakfast programs at the elementary schools and a breakfast after the bell program in two of its Title I schools that have poverty rates of 58.7% and 83.4%.

While the district was able to create a “grab and go” option at the middle and high school levels, due to the age of the students, this is not feasible for our youngest learners. Our hybrid model consists of a 4-hour school day given the size of our schools and the percentage of students that will need to be assigned to cohorts in order to provide a meaningful rotation.

Regarding indoor dining, on July 2<sup>nd</sup>, although indoor dining in the State of New Jersey was to resume, by executive order, Governor Murphy suspended moving forward this phase of reopening.

As recent as Monday, August 10<sup>th</sup>, the Governor maintained this position deeming that it remains too risky to permit indoor dining, citing a study of a restaurant outbreak in China earlier this year as evidence. Findings proved that the virus spreads more quickly inside than it does in the open air and “allowing diners to sit mask-less for an extended period of time in a restaurant where the air-conditioning unit could silently spread coronavirus is a risk we cannot yet take.” The Governor added that air flow is “a constant concern,” which is why the state has reopened more outdoor activities than indoor ones.

As reflected above in *Critical Concern / Irreconcilable Challenges #3: Facilities* section of this plan, the quality of air circulation across the district is already a primary concern. The use of window units for air conditioners potentially simulates the restaurant in China.

Due to the length of the day for our preschool disabled and elementary students, and the percentage of economically disadvantaged students that depend on the schools for breakfast and lunch, the district is faced with competing priorities between the nourishment of our youngest and neediest students vs. the safety of staff and students as they remove their masks twice per day in an enclosed classroom to eat breakfast and lunch.

Our preschool students are disabled. In addition to removing their masks while eating, the majority of the preschool school students require constant person to person contact throughout the day, assistance to eat, aspirate while eating, in some instances spit and in severe cases bite and require physical restraint.

The Road Back does not address these types of conditions for schools and the Preschool / Elementary K-5 eating in the classroom context remains a health and safety concern for students and staff.

Hand washing and sanitizing protocols for each meal would further impact the movement of students throughout the building, staggering schedules, and significantly reducing the instructional time of an already shortened day.

Additionally, when considering eating breakfast and lunch indoors, meals in the classroom would create an added risk for students with life threatening food allergies.

#### Critical Area / Irreconcilable Challenges #6: Special Services

The Department of Student Support Services includes students in Pre-K to Grade 12, as well as students in an 18-21 program. The department is comprised of various stakeholders including Special Education teachers, Child Study Team members, Related Service providers, paraprofessionals, and School Nurses.

A persistent focus within this department, as well as the overall district is to ensure the safety of students, staff members, and the school community as a whole. Staff leaves as a result of medical or childcare issues can adversely impact department staffing and securing qualified candidates to educate students with disabilities that require specific modes of instruction. Student behavior remains a concern, especially for students that engage in dangerous behaviors such as biting or spitting, which may put others at risk.

As we move into the 2020-2021 school year, the Child Study Team is faced with a backlog of evaluations from the previous school year. A continued focus for Child Study Team members is the scheduling of IEP meetings in conjunction with the district instructional schedule, teacher availability, and related service provider availability. The scheduling of Related Services will pose as a significant challenge with a hybrid model. Consideration must be made to alleviate Related Services providers from pulling students during in-person instruction. Additionally, Related Service providers must account for students with whom their parents opt for full remote learning/services. The co-mingling of students during group session remains a challenge.

The District continues to work towards ensuring that paraprofessionals have a device to be able to effectively support student learning. This remains a collaborative effort between the Department of Student Support Services, as well as the Department of Technology.

Educating our youngest learners in our Preschool Disabilities program is at the forefront of our department concerns from a safety standpoint. Below outlines various safety concerns, specific to the preschool:

- Preschool utilizes the Tools of the Mind curriculum, which is primarily play-based thus requiring students to work closely with one another.
- Preschool students require consistent physical contact between staff members and students which will impact social distancing (i.e. assistance with toileting) .
- Students may have difficulty wearing face covers for an extended period of time.
- Use of shared space with the church.

Servicing students in the Resource, Pull-Out Replacement (POR) program at the elementary level has posed as an area of ongoing focus. Consideration must be made for students in mixed programs, as well as accommodating multi-graded Resource, Pull-Out Replacement classes. Mixed programs can result in students moving from one class to another class, this co-mingling with different students throughout the day.

In the self-contained Autism, Intellectual Disabilities, and Behavioral Disabilities programs, the livestream component of the hybrid model will be difficult, especially for students who are unable to independently access instruction without the support of an adult in the home. These programs also have a higher student to staff ratio and require consistent contact between staff member and students, which make social distancing difficult.

### Critical Area / Irreconcilable Challenges #7: Professional Development

As expected, school closures related to a global pandemic and the accompanying health and safety protocols are a first-time experience for our school community and society as a whole. Coupled with an instant pivot from in person brick and mortar instructional practices to hybrid models containing virtual components and contemporary features, such as Google Meets with live video, each of these areas pose a steep learning curve for our instructional staff, school families and administrators alike. Pressing against “normal” change cycles, pre-planning efforts, and traditional instructional models are credible fears, increased anxiety, and traumatic effects that are directly tied to life, death, sickness and placing the wellbeing of our family members at risk against our professional responsibility to educate the students of New Jersey.

As such, specific, deliberate and dedicated time needs to be given to provide quality professional learning opportunities to our staff, to include social and emotional supports throughout this crisis period. Professional development needs to be frontloaded, prior to the reintroduction of students to the instructional environment, in order to effectively implement all phases of the reopening plan. Given that schools were closed and teachers were on summer vacation during the development of the reopening plans, it is critical to the successful implementation of our plans, that the district and its staff has adequate time for understanding, planning, preparing and providing direct feedback to implementation details at the beginning of the school year. This includes, but is not limited to:



- Health and safety
- Screening protocols
- Security Drills (i.e. fire, lockdown, code blue, and evacuation)
- Contact tracing
- Newly developed entry / exit patterns
- New technology and software
- Livestreaming synchronous lessons while simultaneously teaching students in person
- Curriculum compacting
- Assessing student learning gaps and designing interventions in the hybrid / virtual model

### Critical Area / Irreconcilable Challenges #8: Instructional Programs, Assessment, and Addressing Learning Gaps

Across the State, students exited schools in March 2020, to enter into quarantine without notice. While the West Orange Public Schools, via teams of instructional staff, created and implemented an E-Learning Platform that provided students with access to quality virtual instruction:

- students were not prepared with the adequate training for virtual instruction
- student levels of independence varied across grade levels, student groups, and specialized populations
- parents were unevenly able to support students throughout
- teachers were learning how to reimagine their content, develop and implement engaging lessons virtually that maintained high levels of academic rigor, and provided students with the social, emotional and in person supports they were accustomed to
- inequities and gaps that already existed among student groups were drastically and disproportionately widened
- access to technology, internet and home supports ranged greatly across homes
- students with disabilities and their families experienced a disconnect between virtual experiences and the plethora of supports that are in place across the district to ensure their academic, social and emotional success
- implementation lags for students of languages other than English presented themselves as content was developed in English and ELLs were unable to readily access language supports for the technology
- students have been removed from the formal in-person educational setting for six (6) months without proper assessment of their acquisition and/or retention of content area knowledge, understandings, skills, and transfer goals.

In order to effectively design and implement instructional programming for our students, specifically those representing specialized populations, such as: special education, English language learners, economically disadvantaged and Title I students, Tier II and Tier III students, and homeless students, the district will need to assess



students to determine gaps in learning that both pre-existed and have now further been compounded by remote learning.

### Critical Area / Irreconcilable Challenges #9: Financial Implications

The development of the 2020-2021 school budget began with reconciling an \$11,000,00.00 shortfall including proposals for new expenditures (see table below). This gap would expand to \$13,500,000.00 in July 2020, with a \$1,552,838 reduction in state aid. The 2020-21 budget would consequently undergo substantial reductions in staff, professional development, student supports, instructional programming, instructional materials, technology, clubs, athletics, and more.

	2019-2020		2020-2021
	Original		Budget
	Appropriations	Increases	@ 01/21/2020
Salaries	96,944,608	3,828,480	100,773,088
Benefits	25,661,228	1,084,330	26,745,558
Tuition	8,834,900	1,790,606	10,625,506
Transportation	8,904,813	538,311	9,443,124
Required Maint/Utilites	6,085,808	683,191	6,768,999
		7,924,918	
	New Expenditures	3,168,435	
		11,093,353	

In developing the district's Reopening Plan, adjustments to the originally proposed spending categories were shifted to accommodate the following expenditures, representing an insurmountable strain on the district's budget, staffing and instructional programming.

Furthermore, the expenditures and/or anticipated costs below represent what it would take to reopen our schools in the fall. Expenses, such as PPE and sanitizers are reoccurring costs that the school budget will not be able to sustain over a prolonged period of time. While the district may be reimbursed by FEMA up to 75% and may be able to initially open schools with the health and safety parameters outlined in this plan, the ability for schools to depend on external funding and grants and remain open with these provisions in place is of concern.

The table below represents expenditures and anticipated costs, to date, that are related to the Road Back anticipated minimum standards and school reopening plans.

Approximately	Expenditures / Anticipated Costs
---------------	----------------------------------

\$300,000	<ul style="list-style-type: none"> <li>• Personal Protective Equipment (PPE)</li> <li>• Sanitizers</li> <li>• Sprayers</li> <li>• Plexiglas Partitions</li> </ul>
\$20,400	<ul style="list-style-type: none"> <li>• Thermal Scanners</li> </ul>
\$104,000 per month	<ul style="list-style-type: none"> <li>• 50 x 50 Tent Rentals</li> </ul>
\$12,700	<ul style="list-style-type: none"> <li>• Signage</li> </ul>
\$818,000	<ul style="list-style-type: none"> <li>• SmartSource (Outsourced IT) \$26,000</li> <li>• 2,800 Chromebooks (Grades 4-8) \$687,000</li> <li>• Faculty Laptops (ESSER Grant) \$80,000</li> <li>• Ear buds, Webcams \$25,000</li> </ul>
\$9,830	<ul style="list-style-type: none"> <li>• Professional Development</li> </ul>
~\$100,000	<ul style="list-style-type: none"> <li>• Instructional Materials / Kits for Hybrid Learning</li> </ul>

### Alternate Revenue Streams

The district has proactively pursued grant opportunities to help offset these expenses applying and being awarded approximately \$600,000.00 dollars in the form of the Elementary and Secondary Emergency Relief Grant (ESSER), applied for reimbursement under the FEMA Public Assistance Program, recently applied for a NJ Digital Divide Grant in the amount of \$357,000, and have partnered with Hanover Research which provides full grant prospecting and writing services.

### SUMMARY

Given each of the critical areas listed above and the corresponding irreconcilable challenges each pose to reopening the district schools in a safe and responsible manner, the District Restart Committee redirected the focus of the work, acknowledging that the Road Back cannot be about the safest way to bring our students back, but instead the safest way to educate our students.

As such, the district has developed a phased approach to hybrid instruction that would delay the number the students reintroduced to the school setting in the fall, thus enabling it to:

- Accurately and comprehensively assess the status of the schools at the beginning of the year to include:
  - Identifying teacher shortages and leave coverages in order to ensure classes are adequately staffed.
  - Ensuring all PPE and screening equipment has been received; where necessary, staff has been trained (i.e. thermal scanners); and distributed.
  - Observe rising COVID data and the impact of the reopening of schools across the state of NJ in order to better inform decision making and plan development

- Offset the elevated heat / temperatures experienced in the late summer and early fall that are compounded by compromised HVAC systems and the requirement for students and staff to wear masks for extended periods of time without adequate ventilation.
- Provide comprehensive professional development to staff in the areas of:
  - Health and safety
  - Screening protocols
  - Contact tracing
  - Newly developed entry / exit patterns
  - New technology and software
  - Livestreaming synchronous lessons while simultaneously teaching students in person
  - Curriculum compacting
  - Assessing student learning gaps and designing interventions in the hybrid / virtual model
- Provide comprehensive training and/or parent academies to students and families in the areas of:
  - Health and safety
  - Screening protocols
  - Contact tracing
  - Newly developed entry / exit patterns
  - New technology and software
  - Supporting students in a hybrid instructional model
  - Material distribution
  - Special education students and hybrid learning
  - English Language Learners and hybrid learning
- Evaluate the number of students who will opt for full-time remote learning in order to inform cohort sizes and reentry planning
- Assess specific students / specialized populations in order to determine instructional program and effectively plan for and deliver quality instruction via a hybrid model.

## EXECUTIVE SUMMARY

### THE ROAD BACK: A PHASED APPROACH TO HYBRID LEARNING

The West Orange Public Schools has developed a phased approach to hybrid learning for the 2020-2021 school year. For the 2020-2021 school year, the district will implement a HYBRID model of instruction, Grades PreK-12, to include the 18-21 program. The hybrid model, varying by grade level, will include, but not be limited to:

- Weekly in-person component for the delivery of primary content area instruction
- Live instructional opportunities for students to engage in teacher delivered instruction via Google Meet
- Virtual instructional lessons via Google Classroom

Given that the nation continues to find itself in a global pandemic as it nears the reopening of schools for the 2020-2021 school year and the critical concerns / irreconcilable challenges listed above, the district will introduce the hybrid instructional model in two phases.

#### PHASE I: FALL VIRTUAL

- The Reopening of Schools will begin with virtual instruction in the fall for all students on September 14, 2020.
- In person experiences in some capacity will be **prioritized for specific groups of students** in order to inform instructional programming, prepare for effective virtual learning, and afford students and families the opportunity for academic, social and emotional supports.
- Professional development for administrators, teachers and staff for the effective implementation of the reopening plan, health and safety protocols, procedures for contact tracing, social and emotional support for staff, instructional strategies for highly effective and engaging instruction and live streaming in a phased in hybrid model, curriculum compacting, developing individualized student supports, implementing new technology and software, security drills.
- Training and support for students and families for the effective implementation of the reopening plan, health and safety protocols, procedures for contact tracing, support and study strategies for virtual learning at home within the hybrid model, distribution of instructional materials, targeted support for families of special education and English language learners, and social emotional supports for students and families.

#### PHASE II: FULL IMPLEMENTATION OF HYBRID MODEL

- On or before November 9, 2020, the district will pivot to a full implementation of a hybrid instructional model.
- **In person experiences will be provided to all students** in some capacity.
- Ongoing professional development for staff.
- Ongoing training and support for students and families.

## PATHWAY 2: AN ALTERNATE PATHWAY

### PARENT SELECTION OF FULL-TIME REMOTE LEARNING

NJ State guidelines provide for parent choice as it relates to students returning to in-person instruction, in any form. Parents / students have the option to opt out of the district's hybrid model (which includes in-person instruction) and instead select ***Full-Time Remote Learning*** for the 2020-2021 school year by completing and submitting the:

- [Request for Full-Time Remote Learning Digital Form](#) (accessible by clicking on the hyperlink) or
- Completing the form (available upon request) and submitting it to the school in which a student is enrolled

**Requests for Full-Time Remote Learning are Due August 31, 2020.**

Students participating in the 100% Virtual Learning cohort will receive **all components** of their content area instruction online, to include daily lessons, activities, scheduled opportunities for student: teacher and student: student interaction, independent assignments and assessments.

## PATHWAY 3: SCHOOL CLOSURE

### PIVOTING TO STATE DIRECTED SCHOOL CLOSURE

Given that the nation continues to find itself in a global pandemic as it nears the reopening of schools for the 2020-2021 school year, should the Governor and/or CDC close the public schools of NJ, the West Orange Schools are prepared to pivot to full-time remote learning using the hybrid model schedule.

- All students receive instruction virtually using the hybrid model schedule until further notice.
- Both teachers and students are full-time remote.

## CONDITIONS OF LEARNING

### HEALTH & SAFETY

School districts have an obligation to ensure the health and safety of their school community including students and staff. Guidance from “The Road Back: Restart and Recovery Plan,” issued by the New Jersey Department of Education, as well as from the Centers for Disease Control and Prevention (CDC) has guided the District in outlining protocols that ensure overall safety and well-being of our school community.

The District Physician has reviewed and provided input, specific to the following protocols:

- Protocol for High Risk Staff Members
- Protocol for High Risk Students
- Social Distancing in Instructional and Non-Instructional Rooms
- Procedures for Hand Sanitizing/Washing
- Screening Procedures for Students and Staff
- Protocols for Symptomatic Students and Staff
- Protocols for Face Coverings
- Contact Tracing

Additionally, the District Nurses have reviewed and provided input on the following protocols:

- Screening Procedures for Students and Staff
- Protocols for Symptomatic Students and Staff
- Protocols for Face Coverings
- Contact Tracing.

The District also works in collaboration with the West Orange Health Department and will seek guidance when necessary.

***All protocols may be found in the corresponding Appendix (A, B, E, and F respectively).***

## CONDITIONS OF LEARNING

### TECHNOLOGY AND CONNECTIVITY

#### 1:1 STUDENT CHROME BOOK PROGRAM

The West Orange Public Schools has a 1:1 Chromebook Program that provides each student in grades K-12 with a Chromebook to access the Internet and district resources from any location in school and home. At the start of the 2019-2020 school year, all students in grades 7-12 were issued a Chromebook device to take home. Students in grades PK-6 had 1:1 Chromebook access in their classrooms using equipment that was housed in carts.

In March of 2020 as part of the planning for the closing of schools and move toward remote learning, the district conducted a needs assessment via online surveys, which was followed up with direct calls to home to determine parent/student needs with technology and connectivity. The surveys and calls were conducted in multiple languages to ensure that all members of the learning community were reached. In addition, teachers and staff monitored student attendance during remote learning days that helped identify students who may not have had a computer or Internet access at home.

As a result of the assessment, over 1,000 chromebooks and approximately 100 mobile hotspots were provided to students in grades PK-6. This included hardware and software required for students with special needs as requested by the Office of Special Services.

The Technology Department will be sending out a similar parent survey during the first week of August to determine the current technology needs for all students. The survey will help identify students who need a new or replacement Chromebook currently in their possession. The survey will also help us identify any student who is in need of Internet access at home. Communication about the survey will go out using our standard communications tools: district Website, social media, School Messenger notification system.

The district recently budgeted and purchased 2,800 new chromebooks that will replace obsolete inventory in grades 4-8. We are currently in the process of applying for funding via the Digital Divide Grants to purchase additional chromebooks that will replace obsolete inventory in the primary grade levels: K-3.

#### 1:1 FACULTY LAPTOPS

The district has enough inventory of Windows laptops for teachers, administrators and support staff, which included the purchase of 125 new laptops during the spring of 2020 and additional laptops being purchased this summer using Esser Funding. The following is a breakdown of student Chromebook and faculty laptops.

## STUDENT CHROMEBOOKS

SCHOOL	# STUDENTS	# COMPUTERS
WOHS	2,170	2,200 (2019)
EMS	552	570 (New- 2020)
LMS	563	580 (New- 2020)
RMS	487	500 (New- 2020)
All Elementary Schools (Grade 5)	476	500 (New- 2020)
All Elementary Schools (Grade 4)	486	500 (New- 2020)
All Elementary Schools (PK-3)	1,855	Older Inventory: Acer R11, HP CBs, Acer C740 New Chromebooks (GRANT)

## FACULTY LAPTOPS – Windows 10

MODEL	QTY
Lenovo E15	125
Lenovo E450	404
Lenovo E490	409
Lenovo Yoga 13 (Touch Screen)	100
New Laptops (Touch Screen/Pen) Grant	80-100 **
Total	938 (excluding grant-purchased laptops**)

The purchase of new hardware and continued use of software used by teachers and students during remote learning in the spring of 2020 as well as technology hardware and software to support students with special needs will enable the district to:

- Provide all students with access to current technology applications and free tools designed to promote collaboration between students and teachers;
- Give students the ability to work on their documents in school, home, or any location that is connected to the Internet via a laptop, desktop, or mobile device;
- Provide students with the ability to work collaboratively, engage in peer-editing of documents, and publish their work to be viewed by teachers and other students in Google classroom and other district applications;



## SOFTWARE ACCESS

Students have access to district services using their chromebooks. The district is using a Web portal (Clever) for students to access K12 applications using a SSO (Single-Sign On) function. Via the Clever portal students need to just log in once to have direct access to district approved software; students in the primary grades will be able to log in using a badge with a QR code.

The district will continue to use all of its communication resources to keep parents informed about its policies and available online resources. The district will also be using a platform called ECollect that integrates into our PowerSchool SIS (Student Information System). ECollect will facilitate the dissemination of policies and documents to parents that have been traditionally reviewed and completed on paper. Documents in ECollect will be digitally signed and its record archived within PowerSchool.

## TECHNOLOGY SUPPORT (Parent / Students / Teachers)

The Technology Department provides ongoing remote support (including summer months) to parents, students, and teachers. The requests are handled via the following:

- Students/Parents
  - Parent/Student Technology Service Request Form (Posted on District Website)
  - Parent Hotline
- Teachers: District Work Order System (Samanage)

The Technology Department monitors parent, student, and teacher requests on a daily basis and provides Level One remote support. If necessary, the support can be elevated to Level 2, where parents, students, and faculty can come onsite (West Orange High School) between the hours of 9:00 am-12:00 pm for the physical repair or replacement of a district-issued device.

## NETWORK CONNECTIVITY / BANDWIDTH

The district network is connected to a 3Gig Ethernet connections. We will be upgrading the bandwidth during the summer to 5 Gig.

## CONTINUITY OF LEARNING

### CURRICULUM, INSTRUCTION, AND ASSESSMENTS

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

#### **Professional Development / Parent Training & Support**

Professional development plans, purposes, and a schedule of priority learning tasks that must take place prior to the reopening of schools are outlined in the [Professional Learning](#) section of this plan on pages 31-35. The professional development plan represents innovative plans around instructional technology that include livestreaming instruction, the use of GMeet breakout sessions to facilitate small group instruction, teaming of teachers in each K-5 classroom for intentional student support and interdisciplinary content area instruction, the integration of a plethora of technology tools to ensure delivery of instruction is engaging, scaffolded and supportive of the varying student needs, software designed specifically for English language learners that will support second language acquisition strategies, intervention periods and service hubs that will provide both academic and social emotional support for our students, social emotional learning activities that are integrated across content, and best practices around instructional strategies that support quality virtual learning experiences.

Additionally, parent academies are being established to specifically and in partnership, support families of specialized populations in order to provide support and strategies for working with students at home.

#### **Curriculum & Instruction**

Curriculum teams have been working throughout the summer to compact curriculum and the traditional scope and sequence to ensure that prioritized standards are addressed in each content area; independence, ownership and understanding are developed; and student progress is accelerated during the upcoming year.

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

Via daily afternoon professional development sessions, instructional teaming strategies, weekly common planning, grade level meetings, and content area check-ins, we will develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.

Additional Supports for students, to include: social emotional, climate and culture, multi-tiered systems of support and wraparound services, are identified in [Appendix K on pages 58-63](#) of this plan.

## **Assessment**

Formative and performance-based assessments will be used identify gaps in learning and overlay critical learning areas across the curriculum. Interventionists will serve as the second team teacher in each elementary classroom and academic support teachers for ELA and Math at the middle school levels, in order to provide direct multilevel support interventions for Tier II and Tier III students.

In the absence of Spring 2020 summative assessment data, MAP Benchmark Assessments, Fountas and Pinnell Reading Assessments, Content Area Benchmark Assessments, and other diagnostic, formative, performance based and summative assessment measures, the district will use data driven decision-making regarding remediation efforts for all core areas of instruction.

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

Pre-assessments administered at the start of instructional units will be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level. Pre-assessments will be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

## **In Person Student Support**

Lastly, as part of the fall virtual model, specialized populations and specific groups of students will return to school for in person learning experiences, to include assessment, student support around academic, social emotional, and instructional technology goals. This includes special educations, English language learners, and Tier II / Tier III students.

A more detailed list of students returning for in person support is listed in [Appendix N: Scheduling of Students – A Phased Approach to the Hybrid Instructional Model PHASE I, pages 60-61](#).

## CONTINUITY OF LEARNING

### ENSURING DELIVERY OF SPECIAL EDUCATION AND RELATED SERVICES TO STUDENTS WITH DISABILITIES

Under the federal Individuals with Disabilities Education Act (IDEA) and New Jersey State special education regulations, students with disabilities are entitled to special education and related services, such as accommodations and modifications to instruction, speech-language services, occupational therapy (OT), physical therapy (PT), and counseling. The West Orange Public Schools continues to make every effort to educate students with disabilities to the greatest extent possible in accordance with their Individualized Education Programs (IEPs). The planning process has encompassed discussion related to areas including, but not limited to the following:

- Identifying overall health and safety concerns at each level (preschool, elementary, middle, high, 18-21 program) to drive planning for returning students and staff in a safe manner.
- Ensuring the delivery of Special Education programs in accordance with student IEPs to the greatest extent possible taking into account the following:
  - Multi-graded classrooms
  - Student with mixed Special Education programs for different content areas
  - Self-contained classes which require consistent adult oversight and close proximity to students for extended periods of time
- For students who receive instruction in the Resource, Pull-Out Replacement, consideration has been given to ensure that students are not co-mingling amongst different classes.

During the hybrid model, students in the Resource, Pull-Out Replacement class will be assigned a cohort.

- In-person instructional activities for **English Language Arts and Mathematics** will be provided by a Special Education teacher. Students attending in-person will remain in the classroom with their Special Education teacher, who will facilitate the students to participate in livestream direct instruction with a General Education teacher for **Social Studies & Science**.
- Following direct instruction, the Special Education teacher will facilitate follow-up reinforcement activities with the students in Social Studies & Science.
- For students who opt for full virtual instruction or are not attending in-person instruction on a given day will participate in virtual instruction.
- Paraprofessionals will be utilized to facilitate livestream instruction for students in the self-contained Autism, Intellectual Disabilities, and Behavioral Disabilities classes.

- Students in our 18-21 program, who opt to participate in the hybrid model, will be assigned a cohort and will come to school for two days per week and will receive instruction in the following areas: Social Skills Counseling; Career Awareness; Career Exploration, as well as pre-vocational activities.

Pre-vocational activities include but are not limited to the following areas: supply bank, horticulture program, food services, clerical tasks, and maintenance tasks.

For students who opt for full virtual instruction or are not attending in-person instruction on a given day will participate in virtual instruction. Pre-vocational activities will be adjusted for remote learners.

- Providing the delivery of Related Services to the greatest extent possible with a focus on scheduling implications, which include but are not limited to the following: students who opt to attend virtual; students who attend in-person via the hybrid model; servicing students in groups.
- Prioritizing initial and reevaluations that were in progress or not yet completed during the 2019-2020 school year as a result of school closures due to COVID-19.
- Conducting IEP meetings, while adhering to the safety guidelines.
- Assigning paraprofessionals to support student needs.
- Considering measures to assess student progress and/or regression.
- Reviewing reopening plans from out-of-district schools and communicating the information to parents/guardians so appropriate arrangements can be made for students.
- For the Fall virtual model, as well as the hybrid model, consideration will be made to increase in-person opportunities to the greatest extent possible while ensuring compliance with the health and safety protocols.

## CONTINUITY OF LEARNING CAREER AND TECHNICAL EDUCATION (CTE)

### QUALITY CTE PROGRAMS

Current curriculum will be evaluated and compacted to ensure students are meeting the requirements of all standards, industry certifications and college credit agreements. Students will have access to technology resources including laptops when necessary in lieu of chromebooks which provide access to specific software applications which meet industry standards and are required for students to develop the skill-set necessary to gain industry credentials. For example,

- Cisco Networking Academy students will be provided with laptops which have specific software applications necessary for completing labs.
- Digital Design students will use laptops to access Adobe InDesign and other Creative Cloud products. Students will also have access to e-texts and resources will be sent home which are required for completion of hands-on projects.
- This will include ingredients for simple recipes for culinary students once parental permission and supervision have been established.
- Fabric and various other types of materials will be provided for hands-on projects for Fashion and Interior Design students.

Students in our Early Childhood and Family Studies program will provide virtual experiences for our preschool. We will be sending home consumables for WOHS Preschool families to use when completing projects the high school students have created.

When available students will be given the option of taking industry credential exams through remote proctoring companies when in-person testing is not appropriate. When appropriate, in-person testing within safe guidelines will be made available based on school-wide protocols. CTSOs such as Skills USA, FCCLA, HOSA, and FBLA will continue to operate providing students competitions which improve their leadership and technical skills.

### WORK BASED LEARNING

West Orange High School Students will experience work-based learning opportunities through virtual platforms such as Virtual Job Shadow and the Virtual Enterprise International program. In addition, students will continue to work with our school-based preschool via remote access for parents. Mentors will work with students remotely for all of our programs and provide job-shadow opportunities virtually. Students will be given the opportunity to participate in Work-Based Learning on -site when safe and appropriate.

### CTE RECRUITMENT AND RETENTION

Staff has met several times virtually over the summer to prepare for September. Staff is being provided with professional development on several software applications and teaching pedagogies to ensure they are prepared for September. Staff will continue to

meet virtually with colleagues to review the curriculum and make necessary changes to their lessons and pedagogy to ensure they are prepared.

#### CAREER ADVISEMENT AND DEVELOPMENT

Each CTE program will continue to meet virtually for advisory committee meetings. Students will continue to use Naviance and Virtual Job Shadow to learn about career pathways. School Counselors will continue to meet with students and parents virtually. Virtual college and career programs are planned for parents and students in the Fall.

#### FUNDING TO SUPPORT CTE PROGRAMS

Perkins funds have been earmarked for materials such as e-texts, laptops, and professional development to support the hybrid model.

## CONTINUITY OF LEARNING PROFESSIONAL LEARNING

As expected, school closures related to a global pandemic and the accompanying health and safety protocols are a first-time experience for our school community and society as a whole. Coupled with an instant pivot from in person brick and mortar instructional practices to hybrid models containing virtual components and contemporary features, such as Google Meets with live video, each of these areas pose a steep learning curve for our instructional staff, school families and administrators alike. Pressing against “normal” change cycles, pre-planning efforts, and traditional instructional models are credible fears, increased anxiety, and traumatic effects that are directly tied to life, death, sickness and placing the wellbeing of our family members at risk against our professional responsibility to educate the students of New Jersey.

As such, specific, deliberate and dedicated time needs to be given to provide quality professional learning opportunities to our staff, to include social and emotional supports throughout this crisis period. Professional development needs to be frontloaded, prior to the reintroduction of students to the instructional environment, in order to effectively implement all phases of the reopening plan. Given that schools were closed and teachers were on summer vacation during the development of the reopening plans, it is critical to the successful implementation of our plans, that the district and its staff has adequate time for understanding, planning, preparing and providing direct feedback to implementation details at the beginning of the school year. This includes, but is not limited to:

- Health and Safety / Covid Mandated PD
- Screening protocols
- Security Drills (I.e. fire, lockdown, code blue, and evacuation)
- Contact tracing
- Newly developed entry / exit patterns
- New technology and software
- Livestreaming synchronous lessons while simultaneously teaching students in person
- Curriculum compacting
- Assessing student learning gaps and designing interventions in the hybrid / virtual model
- Social emotional learning and how to embed meaningful and relevant activities into their lesson planning and student interactions
- Managing student’s emotional and behavioral challenges in the classroom
- Synchronous / asynchronous instruction
- Facilitating instruction for Full-Time Virtual
- Live streaming in a phased in hybrid model
- Curriculum compacting
- Developing individualized student supports



- Implementing new technology and software

## **PROFESSIONAL DEVELOPMENT SCHEDULE: REOPENING OF SCHOOLS**

The West Orange Public Schools, in preparation for the reopening of schools has identified September 3th – September 11th as district wide professional development days in which all staff will be required to attend. An overview of the professional development and training that will be provided prior to the beginning of the school year is outlined in the table below.

Professional Development Prior to Reopening
<p><b>Day 1</b></p> <p><b>Welcome Back!</b></p> <ul style="list-style-type: none"> <li>• Superintendent Convocation</li> <li>• Guest Speaker: Social Emotional Learning / Mindfulness</li> </ul> <p><b>West Orange Reopening Plan</b></p> <ul style="list-style-type: none"> <li>• Overview of Plan Details</li> <li>• Roles / Responsibilities</li> <li>• Q&amp;A</li> </ul> <p><b>Principal Meetings</b></p> <ul style="list-style-type: none"> <li>• Health and Safety Protocols</li> <li>• Screening Procedures</li> <li>• Contact Tracing</li> <li>• Entrance / Dismissal Procedures</li> </ul> <p><b>Content Area / Supervisor Meetings</b></p> <ul style="list-style-type: none"> <li>• Instructional Materials (by content area / grade level)</li> <li>• Discussions / planning around materials students will require at home in order to effectively engage with the curriculum / content via synchronous learning</li> </ul>
<p><b>Day 2</b></p> <p><b>State Mandated Training Modules provided by Global Compliance Network Training</b></p> <ul style="list-style-type: none"> <li>• COVID-19 Workplace Guidelines</li> <li>• COVID-19 Video: How to wear a Mask (OSHA)</li> <li>• COVID-19 Plan, Prepare, and Respond (Educational Institutions)</li> <li>• COVID-19 Video: Proper Handwashing (CDC)</li> <li>• Seizures</li> <li>• Asthma</li> <li>• Anaphylaxis</li> <li>• Bloodborne Pathogens</li> </ul>

<p><b>Day 3</b></p> <p><b>School Day / Schedule</b></p> <ul style="list-style-type: none"> <li>• Daily Instructional Schedule</li> </ul> <p><b>Instructional Expectations</b></p> <ul style="list-style-type: none"> <li>• Teacher</li> <li>• Student</li> </ul> <p><b>Effective Virtual Instructional Practices</b></p> <ul style="list-style-type: none"> <li>• Google Meet features <ul style="list-style-type: none"> <li>◦ Attendance (exporting report- no roll call)</li> <li>◦ Hand raising/ reaction feature</li> <li>◦ Breakouts</li> <li>◦ Tiled View set up</li> <li>◦ Screen share types</li> <li>◦ Splitting screen</li> </ul> </li> <li>• Collaborative Teaming and Instructional Supports during Google Meets</li> </ul>
<p><b>Day 4</b></p> <p><b>Curriculum, Instruction, Assessment</b></p> <ul style="list-style-type: none"> <li>• Unpacking the Compacted Curriculum</li> <li>• Using Google Classroom to support remote learning</li> <li>• Grading policies and expectations</li> <li>• Grade Level Team Meetings</li> </ul>
<p><b>Day 5</b></p> <p><b>Teacher Planning</b></p> <ul style="list-style-type: none"> <li>• Development of student training and expectations modules</li> </ul> <p><b>Social Emotional Learning</b></p> <ul style="list-style-type: none"> <li>• What is SEL?</li> <li>• Unpacking the SEL bank of lessons and activities</li> <li>• How to integrate SEL into our daily lessons</li> <li>• <a href="#">CASEL Playbook</a></li> </ul>
<p><b>Day 6</b></p> <p><b>West Orange Tech Stack</b></p> <ul style="list-style-type: none"> <li>• Clever</li> <li>• Flipgrid</li> <li>• Seesaw</li> </ul>

- EdPuzzle
- ScreenCastify
- BookCreator
- Kami
- Others specific to grade level
  - GSuite Edu

#### **Hybrid In-Person Model set up (Live Streaming)**

- Present screen for smart board
- Pairing Ear buds
- Managing Live in person and remote cohort

### **Professional Development Ongoing**

#### **Hybrid In-Person Model Set Up**

- Present screen for smart board
- Ear buds
- Managing Live in person and remote cohort

#### **Curriculum, Instruction, Assessment**

- Instructional Strategies for Virtual Learning
- Assessing Student Gaps

#### **Teaming Protocols**

- Creating lessons as a team
- Structuring scheduled times for team planning

#### **Updates / Check-ins**

- District-wide instructional technology check-ins
- Curriculum compacting check-ins

## APPENDIX A

# CRITICAL AREA OF OPERATION #1 - GENERAL HEALTH AND SAFETY GUIDELINES

The West Orange Public Schools will require that all students and staff wear a protective face covering or face cover/face mask that completely covers the nose and mouth when inside the school building. In accordance with the document, “The Road Back: Restart and Recovery Plan,” issued by the New Jersey Department of Education, the District acknowledges that the use of face coverings may be impractical for young children or individuals with disabilities. Staff and students will be engaging in social distancing where able, frequent handwashing and/or use of sanitizer practices, and enhanced facilities cleaning and sanitizing of surfaces. The Administration will be in communication with the local Department of Health and other state authorities to stay informed about the status of COVID-19 transmission and to address current mitigation levels in the community and their impact on school districts.

### Protocol for High Risk Staff Members

1. High risk staff members should consult with their personal physician to determine if he/she can return to school and what if any medical precautions should be taken.
2. High risk staff members should consult with their family doctor to determine if the medical condition permits the staff member to wear a face cover/face mask.
3. Staff should submit any medical recommendation including to the Director of Human Resources and Special Projects. The medical documentation from the staff members’ treating physician should be forwarded to the District’s physician for review.
4. The Human Resources Department, the District’s physician, the employee, and the employee’s doctor will review the request and determine if return to work with reasonable accommodations is an option.
5. The Human Resources Department will discuss with the employee the options available under the regulations (EEOC, ADA, COVID-19 Pandemic) regarding leaves of absence if needed.
6. The Human Resources Department will outline to impacted employees (local and state) sick leave policies and practices that allow staff to stay home when sick, have been exposed, or are caring for the sick.

### Protocol for High Risk Students

1. Parents/guardians/caregivers of high-risk students should consult with their family doctor to determine if the child should/can return to school and what medical precautions should be taken. Medical recommendations from the child’s physician should be provided to the School Nurse for review to determine if an Individualized Health Plan is needed.
2. Parents/guardians/caregivers of high-risk students should consult with their family physician to determine if the child’s medical condition prohibits the child from wearing a face cover/face mask in the school building.

3. If a student is unable to wear a mask due to medical reasons, documentation from a medical professional should be submitted to the School Nurse.
4. The School Nurse will forward the medical documentation and consult with the district Physician for review/guidance to determine if the student can be safely accommodated in the school setting.

Parents/guardians/caregivers may opt to not have their child return to school in-person. The protocol for parents/guardians/caregivers to request full remote instruction is as follows:

1. Parents/guardians/caregivers should complete the district survey that was sent out electronically to opt for the full online virtual instruction model. Parents who are making this request due to medical reasons should submit the medical documentation with the request for school nurse review. The medical documentation is required in case the DOE guidance changes and student's must then meet the DOE's home instruction due to medical needs regulation.
2. Students on the full virtual instruction model will be assigned into classes and receive all their education in an online model which will include synchronous and asynchronous learning.
3. Parents/guardians/caregivers may elect to move their child back to the hybrid or in-person model. Changes to the instructional model chosen by the parent can only occur according to the calendar of dates provided by the district.

## APPENDIX B

# CRITICAL AREA OF OPERATION #2 - CLASSROOMS, TESTING, AND THERAPY ROOMS

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

In accordance with the document, “The Road Back: Restart and Recovery Plan,” issued by the New Jersey Department of Education, “Schools and districts must allow for social distancing within the classroom to the maximum extent practicable. This can be achieved by ensuring that students are seated at least 6 feet apart. If schools are not able to maintain this physical distance, additional modifications should be considered.

When students attend in-person, the West Orange Public Schools plans to adhere to the social distancing guidelines to the greatest extent possible, in which students will be seated at least 6 feet apart.

When social distancing guidelines (6 feet apart) cannot be adhered to, the following will be implemented:

- Refer to Appendix E (Protocols for Face Coverings)
- Desks will be turned to face the same direction, rather than facing each other. If tables are utilized in lieu of desks, students should be seated at table and spaced apart.
- Physical barriers will be placed between students and/or staff members, who are working in close proximity to students.

Additionally, use of shared objects should be minimized when possible or cleaned between use.

### Procedures for Hand Sanitizing / Washing

The Centers for Disease Control and Prevention (CDC) outlines the following guidance, [“When and How to Wash Hands.”](#) The West Orange Public Schools will promote handwashing/use of hand sanitizer as a behavior that will help promote the spread of illnesses, including COVID-19, with an emphasis on the following:

- Before, during, and after food
- Before and after eating food
- Before and after treating a cut or wound
- After using the toilet
- After blowing your nose, coughing, or sneezing
- After touching garbage

Opportunities for handwashing/hand sanitizing will be embedded into the school day.

The CDC outlines the following five steps to wash hands the right way:

1. Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
2. Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
3. Scrub your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.
4. Rinse your hands well under clean, running water.
5. Dry your hands using a clean towel or air dry them.

Additionally, the CDC provides guidance on how to use hand sanitizer as follows:

1. Apply the gel product to the palm of one hand (read the label to learn the correct amount).
2. Rub your hands together.
3. Rub the gel over all the surfaces of your hands and fingers until your hands are dry. This should take around 20 seconds.

Posters for proper handwashing will also be displayed around each building.

## APPENDIX C

### CRITICAL AREA OF OPERATION #3 - TRANSPORTATION

In the Critical Area of Transportation, West Orange Public Schools will decrease the contact of bus riders by:

- Communicating expectations of behavior at the bus stop, including the use of social distancing and the use of face coverings. Transportation will require all students to wear face masks at the bus stop and throughout the entire ride to and from school.
- Establishing protocols for boarding and unloading the bus which provide physical distance between students.
- Ensuring, through loading procedures in the morning and the assignment of seats in the afternoon, that the first student on the bus is the last to exit, to the greatest extent possible.
- Training bus operators on the loading and unloading, seating protocols and communicating those protocols to student families.
- Enforcing social distancing on school buses students will be seated one student per seat with a maximum capacity of 22 students and one driver on a 54-passenger vehicle and 9 students, one monitor and one driver on a 24-passenger vehicle. Bus Monitors will be included in the count for capacity.
- Drivers and monitors will be trained on the new face covering protocols.



## APPENDIX D

# CRITICAL AREA OF OPERATION #4 - STUDENT FLOW, ENTRY, EXIT, AND COMMON AREAS

In order to maintain the health and safety of students and staff arrival procedures have been modified. Physical interaction among students will be limited along with maintain social distancing. Students and staff are required to wear masks unless to do so would cause a health hazard. Students or staff exhibiting the following symptoms are asked not to report to school.

### Potential COVID-19 Symptoms (If not otherwise explained)

- Fever of 100 degrees F or greater
- Cough
- Shortness of breath, 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

## ELEMENTARY ENTRANCE/DISMISSAL PROCEDURES

**The following procedures will be followed upon arrival to and departure from school:**

### FOR STUDENTS:

#### ***Entrance Procedures:***

- Upon arrival at school, a temperature check will be conducted for each student.
- Temporal scanners will be installed at specific entrances and students will be made aware of their designated entrance prior to the arrival for in-person instruction on the first day.
- Students waiting to be screened will remain outside the building and will be required to wear a face cover / face mask while waiting to be screened.
- Students will be in a single-file line and will be monitored by designated staff members.
- Upon entry into the building, students will be required to continue to wear a face cover / face mask and adhere to social distancing procedures (of 6 feet).
- There will be designated staff positioned around the building to ensure safe movement and flow throughout the building.
- See Appendix E, letter “B” below for a protocol for student(s) that exhibits a temperature of 100 degrees or higher.

### ***Dismissal Procedures***

- Due to different elementary building configurations and varied transportation needs, each building Principal/Assistant Principal will outline dismissal procedures relevant to their school. The dismissal procedures will be outlining in writing and conveyed via School Messenger to parents/guardians of students prior to the first day of in-person instruction.

### **FOR STAFF:**

### ***Entrance Procedures***

- Upon arrival to work, a temperature check will be conducted for each staff member.
- Temporal scanners will be installed at specific entrances and staff may enter through entrances where they can access the building using their ID card.
- Staff are required to wear a face cover/face mask upon entry to the building. If outside of the building, staff are encouraged to wear a face mask / face cover if they are within 6 feet of another individual.
- See Appendix E, letter “B” below for a protocol for staff member(s) that exhibits a temperature of 100 degrees or higher.

## **SECONDARY ENTRANCE/DISMISSAL PROCEDURES**

**The following procedures will be followed upon arrival to and departure from school:**

### **FOR STUDENTS:**

### ***Entrance Procedures:***

- Upon arrival at school, a temperature check will be conducted for each student.
- Temporal scanners will be installed at specific entrances and students will be made aware of their designated entrance prior to the arrival for in-person instruction on the first day.
- Students waiting to be screened will remain outside the building 6 feet apart and will be required to wear a face cover/face mask while waiting to be screened.
- Students will be in a single-file line and will be monitored by designated staff members/security.
- Upon entry into the building, students will be required to continue to wear a face cover/face mask and make all efforts to adhere to social distancing procedures.
- Security will be positioned around the building to ensure safe movement and flow throughout the designated one directional hallways. No lingering in the hallways will be permitted and students will report directly to their 1 block classroom.
- See Appendix E, letter “B” below for a protocol for student(s) that exhibits a temperature of 100 degrees or higher.

### ***Dismissal Procedures***

- Classroom dismissals will be staggered to reduce the number of students in the one directional hallway. Students will maintain the wearing of masks while

reporting directly to their assigned busses. Security and Deans will monitor student movement during dismissal. The dismissal procedures will be outlined in writing and conveyed via School Messenger and Naviance to parents/guardians of students prior to the first day of in-person instruction.

**FOR STAFF:**

***Entrance Procedures***

- Upon arrival to work, a temperature check will be conducted for each staff member.
- Temporal scanners will be installed at specific entrances and staff may enter through entrances where they can access the building using their ID card.
- Staff are required to wear a face cover/face mask upon entry to the building. If outside of the building, staff are encouraged to wear a face mask/face cover if they are within 6 feet of another individual.
- See Appendix E, letter “B” below for a protocol for staff member(s) that exhibits a temperature of 100 degrees or higher.

## APPENDIX E

# CRITICAL AREA OF OPERATION #5 - SCREENING, PPE, AND RESPONSE TO STUDENTS AND STAFF PRESENTING SYMPTOMS

## A. SCREENING PROCEDURES

The Center for Disease Control and Prevention (CDC) provides guidance titled, **“Screening K-12 Students for Symptoms of COVID-19: Limitations and Considerations Screening Students for Symptoms.”**

**Recommendations for parents/guardians to consider prior to sending child to school; staff to consider prior to reporting to work:**

- Monitor for signs of infectious illness every day. Symptoms of COVID-19 can include the following:
  - Fever or chills
  - Cough
  - Shortness of breath or difficult breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea/Abdominal pain
- Keep sick child at home; Stay home from work if you are sick.

Additionally, the New Jersey Department of Health outlined a document, [“COVID-19 Health Actions to Protect You and Your Family.”](#) Students, their families, as well as staff members are strongly encouraged to use this document as guidance on actions to take based on their health status.

### **For Students**

- Upon arrival to school, a temperature check will be conducted for each student.
- See letter “B” below for a protocol for student(s) that exhibits a temperature of 100 degrees or higher.

### **For Staff**

- Upon arrival to work, a temperature check will be conducted for each staff member.
- See letter “B” below for a protocol for staff member(s) that exhibits a temperature of 100 degrees or higher.

## **B. PROTOCOLS FOR SYMPTOMATIC STUDENTS OR STAFF**

The Center for Disease Control and Prevention (CDC) provides guidance titled, “Screening K-12 Students for Symptoms of COVID-19: Limitations and Considerations Screening Students for Symptoms.”

The following protocol will be followed for students and staff, who exhibited a temperature of 100 degrees or higher based on the screening referenced in letter “A” above:

- Staff member will be sent home.
- Student will be seated in an isolation area with supervision by a staff member. School will contact parent/guardian, family member, or other individual permitted to pick-up the child to facilitate the student in getting home safely.
- School Nurse will facilitate further screening of both staff and students exhibiting a fever as follows:
  - **SCREENING 1: SYMPTOMS:**
    - School Nurse will ask the student and/or staff member if they have exhibited the following symptoms:
      - Temperature of 100 degrees or higher
      - Sore throat
      - New uncontrolled cough that causes difficulty breathing
      - Diarrhea, vomiting, or abdominal pain
      - New onset of severe headache, especially with a fever.
  - **SCREENING 2: CLOSE CONTACT/POTENTIAL EXPOSURE**
    - School Nurse will obtain the following information:
      - Student and/or staff member had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19.
      - Traveled to or lived in an area where the state health department is reporting large numbers of COVID-19 cases as described in the Community Mitigation Framework.
      - Live in areas of high community transmission (as described in the Community Mitigation Framework) while the school remains open.

Below, outlines the return-to-school protocols based on the outcome of the screening process:

SCREENING RESULTS	RETURN-TO-SCHOOL PROTOCOL
<b>Student or his/her parent/guardian, or staff member answers YES to any questions presented in Screening 1, but NO to the questions in Screening 2</b>	<ul style="list-style-type: none"> <li>Individual would be excused from school in accordance with the existing School Illness policy until the student is fever-free for 24 hours without fever-reducing medications.</li> </ul>
<b>Student or his/her parent/guardian, or staff member answers YES to any questions presented in Screening 1 and YES to any questions in Screening 2</b>	<ul style="list-style-type: none"> <li>Individual should be referred for an evaluation by their healthcare provider and possible COVID-19 testing.</li> <li>Individuals, who receive a negative COVID-19 test, should be permitted to return to school once their symptoms have improved in accordance with the existing School Illness policy.</li> </ul>
<b>Students or staff diagnosed with COVID-19 or who answer YES to any questions presented in Screening 1 and YES to any questions in Screening 2 without a negative COVID-19 test</b>	<ul style="list-style-type: none"> <li>Individual should stay home, isolate themselves from others, monitor their health, and follow directions from their state and local health department.</li> <li>Individual (and their families) should be informed that the local health department may contact them for contact tracing.</li> <li>Families should notify the contact tracer that the staff member or student was in school.</li> <li>Individual is permitted to return-to-school in line with the current CDC recommendations in <u>"When I Can Be Around Others."</u></li> </ul>

### C. PROTOCOLS FOR FACE COVERINGS

All students and staff are expected to wear a protective face covering/face mask that completely covers the nose and mouth when inside the school building. In accordance with the document, "The Road Back: Restart and Recovery Plan," issued by the New Jersey Department of Education, "It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities."

**The Center for Disease Control (CDC) provides guidance, “How to Wear Masks.”**

To ensure proper use of wearing face covers/face masks:

1. Wash your hands before putting on your mask.
2. Put it over your nose and mouth and secure it under your chin.
3. Try to fit it snugly against the sides of your face.
4. Make sure you can breathe easily.

Face covers/face masks should be washed regularly. **The Center for Disease Control (CDC) provides guidance, “How to Wash Masks.”**

To ensure face covers/face masks are laundered properly:

**Accommodations:**

- If a student is unable to wear a mask due to medical reasons, documentation from a medical professional should be submitted to the School Nurse.
- The School Nurse will consult with the district Physician for review/guidance to determine if the student can be safely accommodated in the school setting.

**WASHING**

***Using a Washing Machine:***

- You can include your mask with your regular laundry.
- Use regular laundry detergent and the warmest appropriate water setting for the cloth used to make the mask.

***Washing by Hand:***

- Prepare a bleach solution by mixing:
  - 5 tablespoons (1/3rd cup) household bleach per gallon of room temperature water or
  - 4 teaspoons household bleach per quart of room temperature water
- Check the label to see if your bleach is intended for disinfection. Some bleach products, such as those designed for safe use on colored clothing, may not be suitable for disinfection. Ensure the bleach product is not past its expiration date. Never mix household bleach with ammonia or any other cleanser.
- Soak the mask in the bleach solution for 5 minutes.
- Rinse thoroughly with cool or room temperature water.

**DRYING**

**\*Clear mouth face covers/face masks should be not be placed in the dryer. Air dry only.**

***Dryer:***

- Use the highest heat setting and leave in the dryer until completely dry.

***Air Dry:***

- Lay flat and allow to completely dry. If possible, place the mask in direct sunlight.

Each school may display the posters titled, [Cloth Face Covering](#),” issued by the Center for Disease Control and Prevention (CDC).



## APPENDIX F

# CRITICAL AREA OF OPERATION #6 - CONTACT TRACING

As indicated by “The Road Back: Restart and Recovery Plan for Education” issued by the New Jersey Department of Education, “Contact tracing is the process used to identify those who come into contact with people who have tested positive for many contagious diseases, including COVID-19.”

It is critical for the District to be made aware when a student and/or staff member tests positive for COVID-19. The District will adhere to all applicable federal and state requirements regarding the privacy of educational records (i.e. FERPA).

If a student and/or staff member tests positive for COVID-19, the building Principal and Assistant Principal, as well as the School Nurse should be made aware. The following protocol will be employed:

- The School Nurse will provide the name of the individual that tested positive for COVID-19, along with a contact telephone number to the West Orange Health Department. The local health department where the positive individual resides should be notified by the facility that conducted the test for COVID-19.
- The School Nurse will inform the District physician if an individual test positive for COVID-19.
- As per “The Road Back: Restart and Recovery Plan for Education” issued by the New Jersey Department of Education, the local health department will contact the individual or the individual’s family to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least 10 minutes from the day in which the person shared they were symptomatic. Trained professionals from the community then get in touch with those close contacts to recommend next steps, such as self-quarantining, and to provide critical education and support in risk mitigation strategies.”

The School Nurse will work with the building administrator(s) to determine other individuals, with whom the individual who tested positive was in close contact with. If the individual was in close contact (as defined above) with students and/or staff, a letter will be sent via School Messenger. Individual identifying information will be redacted from any correspondence.

School staff, via directive of their association, will also maintain an accurate log of those with whom they have any significant contact while at work. Significant contact is being defined as those with whom they share close proximity (+/- 6 feet) for any significant amount of time (ten minutes or more); those with whom they have had direct physical contact (hugged or kissed them or shook hands); those with whom they have shared eating or drinking utensils; or those who may have experienced someone sneezing or coughing in close proximity to them and somehow respiratory droplets got on them.

## APPENDIX G

# CRITICAL AREA OF OPERATION #7 - FACILITIES CLEANING PRACTICES

The Cleaning of all schools on a daily basis will continue to follow the guidelines in the District Custodial Manual. However, there have been a number of new equipment acquisitions, as well as adjustments and augmentations made to existing procedures and protocols.

- Disinfecting multiple times daily of all touch surfaces.
- Disinfecting staff and student lavatories
- Cleaning log sheets placed outside lavatories with dates and times of last cleaning.
- Availability of alcohol-based wipes and sanitizer.
- Electrostatic applicators purchased for all schools and will be used to sanitize all classroom and office spaces. Machine that sprays a mist of disinfectant (BruTabs disinfectant) on all surfaces.

To address the potential need for additional manpower and/or work hours, the district has allocated additional funds from the awarded ESSER grant which was a little over \$600,000.00

Summer Cleaning (deep cleaning) will take place during the summer months prior to the start of school in September.

- All rooms cleaned top to bottom.
- Furniture removed from room and cleaned
- Light fixtures cleaned
- Walls cleaned
- Window coverings cleaned or replaced (as applicable for damage)
- Windows cleaned
- Doors cleaned
- Tile floors scrubbed (removal of old wax) and new wax applied (3 coats)
- Carpets (where applicable) shampooed
- Restrooms
  - Lights and walls cleaned
  - Floor (tile) grout and tile cleaned
  - Fixtures cleaned

## FREQUENCY OF CLEANING REQUIREMENTS

Knowing what to clean is important, however, knowledge of when to clean is equally as important is an oft-stated mantra of the West Orange Department of Buildings and Grounds. Staff trained on the frequency required for the various tasks. Jobs fall into one of the following categories: Daily, Weekly, Monthly, Semi-annually (Winter and Spring Breaks), Annually (Summer Cleaning)

## DAILY CLEANING REQUIREMENTS

### Cleaning

- Entrance and exits: General policing of the area.
- Class Room: Mop-sweep, damp-mop or vacuum (as applicable), dust furniture, door handles and window ledges.
- Floor (hard surface): Mop-sweep and dry buff.
- Floor (carpeted): Dry vacuum.
- Clean windows, door glass, glass partitions.
- Return air vents: Brush, dry vacuum and wipe with all-purpose cleaner.
- Elevators: If applicable, clean floors, damp dust walls and panels.
- Rest rooms: Empty and clean waste receptacles, refill paper towel dispenser, refill toilet tissue dispenser, damp clean molding and sills, clean mirrors and glass, clean wash basins, clean urinals, clean commodes, clean flush handles and fixtures, clean tile wainscoting, refill sanitary napkin dispenser, refill soap dispenser, clean floor.
- Offices: Empty and clean waste baskets, dust desk, wipe telephone with disinfectant/cleaner, dust lamps and shades, dust file cabinets, dust tables, dust chairs and stools, sweep or vacuum floor.
- Corridors: Dust sweep or vacuum floors, damp dust window sills and ledges, damp dust any equipment such as fire extinguishers, etc., brush and dry vacuum all vents. Clean all fountains, etc.
- Stairwells: Damp dust guard and handrails, damp dust windowsills and ledges, damp-dust doorframes and handles, brush sweep stairs.
- Locker Rooms and Lounges: Damp dust furniture, damp dust lockers and equipment, clean toilets, clean appliances, clean shower stalls, clean floor
- Custodian Closets: brushes, brooms, mops, etc., clean properly and re-hang. Clean mechanical equipment and slop sink. Restock supplies needed.

## WEEKLY CLEANING REQUIREMENTS

### Cleaning

- Furniture: Clean and polish all furniture, vacuum fabric and spot clean.
- Doors, Windows, Glass: wash window and all glass, wash and polish door kick plate.
- Window Coverings: Dust.
- Floors (hard surface): Dust sweep, damp mop, refinish worn traffic areas, and buff floor.
- Floors (carpet): Vacuum thoroughly.
- Walls, Pictures, etc.: Damp dust.
- Elevators (where applicable): Wash vents, fans, light. Clean and polish metal trim, scrub floor and refinish.
- Offices: Polish all furniture, tables and desks. Scrub all floors and vacuum all carpets. Damp dust picture frames, coat racks and other fixtures. Clean all lamps and equipment.
- Corridors: Wet mop with neutral floor maintainer, vacuum all carpets, clean doors, polish metal kick plate, clean windows and all ledges. Burnish tile floors. Stairwells: Damp mop stairs or vacuum, if carpet. Damp wash guardrails. Clean windows and sills. Wash down doors and polish kick plate.

- Locker Rooms and Lounges: Clean and polish all furniture and equipment. Scrub floors and refinish heavy traffic areas.

## MONTHLY CLEANING REQUIREMENTS

### Cleaning

- Lobby Area: Clean floors and apply additional finish to heavy traffic areas. Soiled carpet areas should be shampooed.
- Offices: Clean floors and apply additional finish to heavy traffic areas. Soiled carpet should be shampooed.
- Corridors: Clean floors and apply additional finish to heavy traffic areas. Soiled carpet should be shampooed.
- Locker Rooms and Lounges: Clean floors and apply additional finish to heavy traffic areas. Soiled carpet should be shampooed. Clean and disinfect all appliances.
- Mechanical rooms and custodian storage areas: Clean floors and report if not kept clean by custodian staff.

## SEMIANNUAL CLEANING REQUIREMENTS

### Cleaning

- Ceilings: Spot clean or wash if required.
- Light Fixtures: Clean thoroughly.
- Walls: Spot clean or wash if required.
- Floors: Clean thoroughly and refinish where required.
- Carpets: Shampoo.
- Furniture: Polish furniture and shampoo fabric.
- Restrooms: Foam clean and disinfect

## ANNUAL CLEANING REQUIREMENTS (Summer)

### Cleaning

- Clean all furniture and fixtures in class rooms. Remove furniture and fixtures.
- Shampoo carpets
- Tile floors: Strip and refinish with a minimum of three coats of floor finish/sealer.
- Clean cafeteria/kitchen equipment.
- Clean and wash student lockers.
- Clean all vents, lights, fans, etc.
- Water blast entrances to clean accumulation of foreign items, mildew, etc.

## CUSTODIAL AREA INSPECTIONS

### Purpose:

CUSTODIAN cleaning area inspections will be conducted to ensure that each designated area is being cleaned and maintained within the University guidelines. Inspections may be conducted by a Head Custodian, Custodian Supervisor or Operations Manager.

#### Frequency:

Area inspections should be conducted quarterly. More frequent inspections will be required in deficient areas. Areas that exceed the guidelines will require less frequent inspections.

#### Reports:

Inspections will be conducted using the CUSTODIAN area assignment sheets. Evaluator will use the sheet as a check list to inspect the area either marked as satisfactory or unsatisfactory. Unsatisfactory must have identified reason for improvement. Follow up inspections will be conducted to ensure that the areas of deficiency have been corrected.

### **West Orange Board of Education Green Cleaning Products**

#### **FOAMING HAND SOAP**

*Piranha HEALTHGUARD Green Certified Foam Hand Cleaner (69024)*

A mild, biodegradable foam soap formula with a very appealing tropical fragrance. Contains Aloe and Vitamin E. It is certified by Green Seal™ to meet their standard (GS-41) for hand cleaners and hand soaps

#### **FOAMING INSTANT HAND SANITIZER**

*Kut Easy Foam Hand Sanitizer (62% alcohol)*

Kut instant hand sanitizer is a non-aerosol foaming formula. Alcohol based (62%). Kills 99.99% of most common germs that may cause illness. Thick, rich foam formula stays on your hand.

#### **BETCO FIBERPRO® ES-STEAM™**

*Low foam extraction cleaner (40204-00)*

Low foaming detergents is specifically designed for steam or hot water extraction carpet cleaning. It mixes easily with water and will not clog equipment nozzles. It contains the patented deodorizing power of O3Z malodor counteractant to eliminate odors at their source.

#### **BETCO FIBERPRO® SPOT BET**

*All-purpose spot and stain remover (42512-00)*

All-purpose carpet spotter combines detergent and deodorant technology to remove the most stubborn spots and stains. Received Seal of Approval from Carpet and Rug Institute

#### **BETCO GREEN EARTH® DAILY FLOOR CLEANER FASTDRAW®**

*Environmentally preferable daily floor cleaner. Green Seal Certified (53647-00)*

This product can be used throughout the facility. Designed to be used in a mop bucket or auto scrubber. Deodorizes, cleans, and leaves a pleasant lemon scent. Will not dull or haze the gloss of floors.

#### **BETCO GREEN EARTH® GLASS CLEANER FASTDRAW®**

*Environmental preferable glass and surface cleaner. (53547-00)*

Green Seal Certified

Specially formulated for fast, effective cleaning of glass and other hard surfaces without the use of butyl and ammonia.

BETCO PH7Q ULTRA (Fastdraw®)

*Neutral pH disinfectant, detergent and deodorant. (32547-00)*

Kills Pandemic 2009 H1N1 influenza A virus (formerly called swine flu).

A multi-purpose, germicidal detergent and deodorant effective in hard water up to 400 ppm (calculated as CaCO<sub>3</sub>) plus 5% organic serum. Disinfects, cleans and deodorizes. Neutral pH formula is perfect for damp mopping highly polished floors and will never dull, haze or leave a film. Pleasant lemon fragrance.

GREEN EARTH® NATURAL DEGREASER FASTDRAW®

*Environmentally Preferable industrial*

This powerful degreaser is the environmentally preferred solution for all degreasing tasks. A synergistic blend of natural solvents with a unique surfactant system produces a formula that equals most traditional degreasers. This unique degreaser breaks down greases, oils and fats on all water safe surfaces.

## APPENDIX H

# CRITICAL AREA OF OPERATION #8 - MEALS

## FOOD DISTRIBUTION

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

- ☐ Not Being Utilized
- ☒ Being Developed by School Officials
- ☒ Currently Being Utilized

For the hybrid instructional model, all schools PreK-12 will operate on a four-hour half-day schedule. At the preschool and elementary levels (PreK-5), lunch will be provided in the classroom, will be delivered by lunch aides, and will be monitored by the classroom teacher.

At the middle and high school levels (Grades 6-12), lunch will consist of a grab and go. Students, during a staggered dismissal, will collect to go lunches from pre-identified areas and take their lunches home.

### Elementary Schools

- Breakfast will be delivered by Food Service staff to each classroom on the first day of school. Breakfast will be included in the lunch delivery bag moving forward for students to take home for the proceeding day.
- Teachers will take lunch orders and enter into PowerSchool. The front office will deliver the printout of lunches by classroom and the Kitchen Lead will then pickup.
- Food Service staff will prepare lunches and place into a bag for every classroom. Bags will be marked with the classroom number.
- Lunch Aides will deliver bags to every classroom. The bag will contain the 'checkoff roster' for teacher to mark off which students received meals.
- Lunch Aides will pick up the bags with the completed roster inside and bring back to the kitchen.

### Middle and High Schools

- Food Service will deliver breakfast to each classroom the first day of school. Breakfast will be included in the lunch delivery bag for students to take home for the proceeding day.
- Food Service will email students a google form for them to complete. Google form will include:
  - First and Last name
  - Email Address
  - Student ID#
  - Choice of Lunch for them to select

- Last period classroom for the delivery of meals
- Food Service staff will prepare lunches and place into a bag for every classroom. Bags will be marked with the classroom number.
- Lunch Aides and students from the WOHS 18-21 program (as part of their scheduled activities) will deliver bags to every classroom. The bag will contain the 'checkoff roster' for teacher to mark off which students received meals.
- Lunch Aides and students from the WOHS 18-21 program (as part of their scheduled activities) will pick up the bags with the filled-out roster inside and bring back to the kitchen.

#### Students Opting for Full-Time Remote Learning

The district awaits guidance from the State regarding accountability and breakfast and lunch program provisions. The district's response to potential State actions are as follows:

- If the state does NOT extend the Seamless Summer Option (SSO), the district will record the number of students participating in the breakfast and lunch program to meet their accountability regulations. As such, a meal service pickup at every school will be provided in which parents will be able to pick up their child(ren)'s meals from the school they attend.
- If the state extends the SSO, the district will continue the process of meal distribution implemented during the initial school closures (March-June). Meal distribution will be provided for elementary students, grades PreK-5. Parents will be able to pick up meals at ANY district location.



## APPENDIX I

# CRITICAL AREA OF OPERATION #9 - RECESS / PHYSICAL EDUCATION

### **(a) Stagger recess, if necessary.**

- Building principals will establish staggered recess/ physical education times for each grade level and individual classrooms to ensure social distancing.
- During inclement weather, the students will receive recess/ physical education at their assigned time established by the principal virtually in their classroom.

### **(b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.**

- Prior to any staggered recess/physical education, the students will be taught how to social distance by their classroom teachers and physical education teachers.
- Each grade level/individual classroom will be assigned a specific area for their recess/physical education. This specific area will be developed by the building principal and physical education teacher.

### **(c) The use of cones, flags, tape, or other signs to create boundaries between groups.**

- Cones, signs, colored chalk, and spray paint will be used to create boundaries between groups of students to ensure social distancing.

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

- Upon completion of outdoor recess/physical education, all students will be required to immediately wash their hands under the supervision of the classroom teacher, classroom aide, or the physical education teacher.
- Hand sanitizer could be utilized upon completion of outdoor recess/ physical education by all students.

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

- If playground equipment is utilized by the students the custodial staff will properly disinfect all the equipment in between use.
- Physical education teachers will be supplied disinfectant by the district to clean any equipment used by the students when they receive approval to use the equipment during recess/physical education.

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

- The building principal and physical education teacher will coordinate the use of any outdoor spaces that can be used for recess/physical education.
  - Cones, signs, colored chalk, and spray paint will be used to create boundaries between groups of students to ensure social distancing.
- (g) Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.**
- There are no locker rooms in any elementary school.
- (i) If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.**
- There are no locker rooms in any elementary school.
- (ii) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.**
- Students at the elementary level for recess/physical education have always been encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather to participate in recess/physical education.
- (2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.**
- At this time no equipment is being utilized by students during recess/physical education.
  - When the students receive approval to use the equipment during recess/physical education the custodial staff will properly disinfect all the equipment in between use.
  - Physical education teachers will be supplied disinfectant by the district to clean any equipment used by the students when they receive approval to use the equipment during recess/physical education.
- (3) The school district will designate specific areas for each class during recess to avoid cohorts mixing.**
- The building principal and physical education teacher will coordinate the use of any outdoor spaces that can be used for recess/physical education.
  - Cones, signs, colored chalk, and spray paint will be used to create boundaries and specific areas to avoid cohorts from mixing and to ensure social distancing.

## APPENDIX J

# CRITICAL AREA OF OPERATION #10 - FIELD TRIPS, EXTRA CURRICULAR ACTIVITIES, AND USE OF FACILITIES OUTSIDE OF SCHOOL HOURS

The ongoing operation of our extracurricular activities represents a critical component of our overarching plan. As students will be receiving their instruction primarily through a virtual format in the first marking period and thus have less opportunities for in person social interaction with peers and teachers, the extracurricular program offers some safe and constructive experiences in this regard.

It is the district's intention to approve the majority of pre-existing co-curricular activities. The high school and middle school administrations have reviewed the existing lists of positions and identified those which they believe could safely occur, obviously in a virtual format but also potentially physically on site. An approval process has been set up whereby the club or activity advisor, if they were interested in conducting a safe, socially distance, on site, in person event, would have to submit a request to the building principal with clearly outlined COVID-19 aligned safe and health protocols.

The district has by and large placed a moratorium on any field trips. However, the district does offer some clubs which are mandated under the Perkins Grant eligibility provisions. If these activities, resume within person on-site operations, the district would utilize the same transportation and social distance protocol for transporting the students to these events, as if they were to school.

The district has placed a freeze on the utilization of the interior facilities by any outside vendors and or groups. That being said the West Orange Public Schools enjoys a shared and cooperative relationship with the West Orange Township government and the corresponding recreation department. The district is in conversation with the recreation department and is exploring ways in which we could support a scaled-back and limited utilization of the gymnasium facilities. The township has indicated that they can assist by establishing constricted hours, as well as contributing either personnel and/or funding to assist with the cleaning and sanitization of those facilities following the completion of the practice or event.

## APPENDIX K

# ACADEMIC, SOCIAL, AND BEHAVIORAL SUPPORTS

## SOCIAL EMOTIONAL LEARNING AND SCHOOL CLIMATE AND CULTURE

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

- ☐ Not Being Utilized
- ☒ Being Developed by School Officials
- ☒ Currently Being Utilized

Social Emotional Learning curriculum, activities and/or lessons will be integrated into the Fall 2020-2021 instructional plan, grades K-12.

- Students will:
  - Goal 1: Develop self-awareness and self-management skills to achieve school and life success.
  - Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.
  - Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
- Teachers will receive mandated professional development around Social Emotional Learning - What is SEL, why does it matter, and how it is embedded in daily classroom activities?
- At the elementary level, K-5, each in-person cohort day will begin with a 15-20 minute activity and/or lesson around SEL. A calendar of daily activities (bank of activities) will be provided to the teachers to implement within the class activities. Each Friday students will be provided with an opportunity to participate in a virtual Mindfulness activity.
- At the secondary level, 6-12, SEL will be embedded in daily class activities. A calendar of daily activities (bank of activities) will be provided to the teachers to implement within the class activities. Each Friday students will be provided with an opportunity to participate in a virtual Mindfulness activity.
- A district website will be created with SEL resources for teachers, school leaders, parents and students.
- Videos will be created for staff, students and parents to help them better understand what to anticipate and what will be expected when school reopens

## MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

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

- ☐ Not Being Utilized
- ☒ Being Developed by School Officials
- ☒ Currently Being Utilized

The district currently provides multi-tiered systems of support to students who have been identified as needing academic support in grades K-8. Students received intervention services by dedicated teachers via pull-out or push-in models. This included, but was not limited to: Basic Skills, Leveled Literacy, Orton Gillingham, Number Worlds, and Tier III Intervention with Reading Specialists.

In the Hybrid model, students will continue to receive multi-tiered systems of support as follows:

- In person instruction will be provided to general education students 2x per week.
- Students identified for MTSS will receive in person instruction 3x per week.
  - 2 consecutive days with their general education cohort
  - 1 day of academic support / intervention with the interventionist

In addition, academic support teachers work individually with students via Google Meet to provide additional instructional support for their virtual work.

Basic Skills/Intervention teachers will support students with instruction that will focus on increasing active student engagement in order to improve the rate of growth for each tiered level of support.

- Intervention and classroom teacher teams will ensure that identified students will have the opportunity to engage in productive struggle with Tier I instruction, allowing students sufficient time to make sense of a task or problem before intervening.
- Tier II students will need more time and engagement strategies (through additional opportunities to practice, review, preview, language development, routines, vocabulary development) to show growth.
- Students in Tier III may need more intensified instruction to address skill deficits.

The scaffolds that the BSI/Intervention teachers in Tiers II & III employ to meet specialized student needs will be specifically targeted to an individual student's academic difficulties or language development needs and will serve to expand his/her access to rigorous content and development of higher order conceptual understanding and the corresponding academic language to convey that understanding.

In ELA and Math, learning will be organized around strategy-based instruction that will focus on standards-aligned content of previous-grade topics within relevant grade-level work.

- Just-in-time instruction will be provided for students in Tier I within a school setting and/or remote classroom that does not disrupt the flow of the lesson, but requires the teachers to understand how concepts and skills progress over time so that the lessons include time for re-engagement without significantly interrupting the flow of classroom instruction.
- For Tier II students who need a more significant chunk of specific support, BSI/Intervention teachers will spend extra time with students providing explicit feedback on their thinking and understanding. Prior planning will be needed for specific instruction which will be supplemental beyond the regular classroom.
- Tier III students will receive supplemental instruction that explicitly strengthens the foundational concepts and interconnected language functions needed to access grade-level work.

Our Multi-Tiered System of Support will ensure that:

- All students will be included in core instruction of grade-level content and work while providing additional time and opportunities to intensify instruction in targeted areas.
- In addition to the District Curriculums for ELA and Math, Ready NJ i-Ready System will be used as additional reinforcement of missed standards-based learning or as a more intensive diagnostic system of support.
- The i-Ready System will be provided within a remote learning environment allowing students to receive their core instruction whether in class or via E-Learning.
- The amount of intervention support will be based on individual student needs and will allow for skill practice as well as a home-school connection involving the use of games and project-based activities.
- Foundations support activity packs will provide phonemic awareness and phonics practice for primary grade students learning the beginnings of reading.

The Reading Specialists/Coaches will provide services in the following capacities:

- Intervention for Tier II and Tier III students in both virtual and/or hybrid models for their respective buildings using a variety of methods using a systematic approach that meets the individual needs of each student.
- Serve as an instructional coach and support network for teachers in all facets of literacy instruction and pedagogy.
- To ensure equity across the district, each specialist will be assigned and responsible to create and develop curricular resources for one specific grade level that will support both teachers and students.
- The Reading Specialist will meet regularly with the English Language Arts Supervisor of K-5 to continuously evaluate the department, faculty, and student needs in the areas of English Language Arts instruction, intervention, and coaching.

## WRAPAROUND SUPPORTS

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

- ☐ Not Being Utilized
- ☒ Being Developed by School Officials
- ☒ Currently Being Utilized

The district currently provides AM breakfast programs, after school tutorials, and in collaboration with community partners, aftercare for eligible students.

Intervention Services outside of the core instruction will include and not be limited to the following:

- Personalized learning will be provided to students in ELA and/or Math outside of the core instruction to support individual student needs by BSI/Intervention teachers.
- Expanded Learning will include practice activities assigned remotely within a framework that focuses on interventions beyond classroom learning.
- i-Ready Management System will allow teachers to monitor student engagement and progress as well as modify and adjust the learning.
- i-Ready parent reports will be shared with parents informing them of their children's progress and growth. Communication with parents will be continuous.
- Home-School Connection will include activities generated for students to engage their families in games and projects (also in Spanish) that will support standards-based learning and provide additional practice.
- i-Ready System demonstrations will be available to parents as they support their children at home (also in Spanish).
- BSI/Intervention teachers will monitor tech support and digital needs for Tier II and Tier III students and their parents.

In partnership with Rutgers University Behavioral Health Care School Community Programs, the district will provide supportive services through a bilingual parent coordinator with previous school-based experience and expertise in working with children and families. The coordinator will provide services to ELLs and their families as appropriate. Services provided will include one or more of the following as needed:

- Case management: coordinating linkages and ensuring ongoing collaboration with complimentary providers
- Group Programming
- Classroom Presentations

- Prevention Programming for both students and families
- Programming specifically targeting the ESL/ELL students and families

In addition, the Counselor and/or the Program Manager will provide professional development in areas of need for school staff that builds the capacity of the staff to manage student's emotional and behavioral challenges in the classroom.

## BEHAVIORAL SUPPORTS

Ensuring staff and students' physical health and safety is only the first step to optimizing conditions for learning. The District employs two Board Certified Behavior Analysts (BCBAs). These staff members split time between the schools in the district and provide support to the Autism classes in the district, as well behavioral consultation support to students in accordance with Individualized Education Programs (IEPs). Additionally, the district BCBAs will consult with classroom teachers to provide positive behavior support to students experiencing behavioral difficulties. Functional Behavioral Assessments (FBA) are conducted when deemed necessary. The District has developed a protocol to request support from a district BCBA. The protocol outlines a data collection method to be completed by the classroom teacher(s), as well as a questionnaire specific to the behavior. The district BCBAs also developed a presentation, "Behavior Supports for the Classroom," which focuses on the following objectives:

- Identify the four functions of behavior
- Identify strategies for interventions based on functions of behavior
- Understand types of data collection and how to use them
- Understand the behavior change process
- Understand the district protocol for behaviorist consultation/FBA

## QUALITY CHILD CARE

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

- ☐ Not Being Utilized
- ☒ Being Developed by School Officials
- ☒ Currently Being Utilized

As part of both phases of the reopening plan, the district is partnering with the YMCA, West Orange JCC, and Community House (Boys and Girls Club) to provide approximately 600 students with all-day care programs in each of our elementary schools. The space is limited to the size of the cafeteria / gym and social distancing guidelines of 6 feet apart. Student will attend in 5, 3, or 2-day cohorts to avoid co-



mingling, when possible these cohorts will be lined up with the school's hybrid cohorts.

For both the Fall Virtual and Hybrid Instructional Model, students who are receiving day care services in our schools will also have access to a laptop, in which they will virtually enter synchronous learning / live stream instruction along with their peers.

The district is additionally exploring opportunities to provide limited day-care to the children of staff members in the high school's preschool classrooms, usually designated as part of our career education program. The space is limited to the size of the preschool classrooms and social distancing guidelines of 6 feet apart. This provision is dependent on the district's ability to staff the day-care and the community's willingness to expend tax payer dollars for staff member child care.

## APPENDIX L

# RESTART COMMITTEE

The following section provides information on the stakeholders involved and the inclusive process utilized to develop the district's 2020-21 Reopening Plan.

The process of planning for reopening of schools began at the culmination of the 2019-20 school year prior to receiving the guidelines from the NJDOE. The superintendent conducted three focus groups with significant numbers of teachers on reopening. Two focus groups were conducted with a broad constituency of local association members, and the third one was conducted with the teachers making up our Ed Tech team. Further, the Assistant Superintendent for Curriculum and Instruction conducted listening sessions with every grade level and department to debrief the virtual learning experience and gather feedback for refining the system for the upcoming year. The Superintendent also met with the Council of PTAs at the end of the school year to gather feedback regarding the experience with virtual instruction last year and planning for 2020-21.

On July 25, the district convened a Restart Committee, consisting of members including the superintendent, board leadership, senior administration, administrators, teachers, and local teacher association leadership to begin brainstorming and strategic planning. The "Road Back" would be released on the following day in the evening, June 26. The district administered a technology survey to gather staff input on technology tools which they thought would be most useful for next year.

We administered a survey to parents and gathered substantial input and feedback from many parents and family members at the July 20 BOE meeting. Also, many parents and staff corresponded with the district administration over the course of the planning with useful insights and information. The administration has been conferring with them and dialoguing as appropriate incorporating their feedback and ideas when relevant.

The Restart Committee has incorporated both global feedback from the parent community, as well as more targeted feedback from individual parents with whom we have engaged in conversation. School based Pandemic Response teams were formed made up of the following individuals 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 school district and school; School safety personnel; Members of the School Safety Team; Custodian; and Parents.

A Virtual Town Hall Panel discussion took place on August 6th, at which a draft plan was shared with the public on August 7<sup>th</sup>. Feedback gathering and plan refinement was ongoing in advance of the presentation of the final plan at the August 17th BOE meeting.

## SUMMER SCHEDULE 2020

The following table contains a partial list of the planning meetings which occurred over the course of the planning process.

DATE	TIME	STAFF MEMBER(S)	FOCUS
Friday, June 25th	8:30 a.m. to 10:00 a.m.	Tim Beaumont Annette Towson Kristin Gogerty-Fitzgerald Eveny de Mendez Scott Cascone Lionel Hush Xavier Fitzgerald Robert Klemt Ana Marti Connie Salimbeno Ryan Delguercio Cheryl Butler Felix Plata	District Think Tank (Preliminary Meeting)
Thursday, July 9th	10:00 a.m. to 12:00 p.m.	Tim Beaumont Annette Towson Kristin Gogerty-Fitzgerald Eveny de Mendez Scott Cascone Lionel Hush Makeida Estupiñan Xavier Fitzgerald Robert Klemt Ana Marti Connie Salimbeno Ryan Delguercio Cheryl Butler Felix Plata	District Think-Tank
Wednesday, July 15th	8:00 a.m. to 11:00 a.m.  12:30 p.m. to 3:30 p.m.	Secondary Principals/Assistant Principals  Elementary Principals/Assistant Principal	Framework for hybrid schedule  Framework for hybrid schedule Boilerplate elementary daily schedule would be developed
Thursday, July 16th	8:00 a.m. to 11:00 a.m.	District Supervisors Technology Integration Specialists	Discuss draft schedule Discuss curriculum, instruction, assessment

DATE	TIME	STAFF MEMBER(S)	FOCUS
Friday, July 17th	8:00 a.m. to 11:00 a.m.	Secondary Principals/Assistant Principals Elementary Principals/Assistant Principal District Supervisors	*Finalized hybrid schedule shared with Leadership Team for preliminary review/input.0
Wednesday, July 22nd	TBD	Think Tank Committees	
Wednesday, July 29th	TBD	Think Tank Committees	
Wednesday, August 5th	TBD	Secondary Principals/Assistant Principals Elementary Principals/Assistant Principal District Supervisors	Collaborative Planning; Question & Answer Session
Wednesday, August 12th	TBD	Think Tank Committees	
Monday, August 17th to Thursday, August 20th	*NEW STAFF ORIENTATION *10.5-month employee participation voluntary		
Wednesday, August 26th	AM SESSION	Leadership Team	Diversity Training
	PM SESSION		Site-Based Time/Collaboration
Thursday, August 27th	AM SESSION	Leadership Team	Administrator Goal Setting
	PM SESSION		Site-Based Time/Collaboration

## APPENDIX M

# PANDEMIC RESPONSE TEAMS

School-Based Pandemic Response Teams have been established at each school across the district, to centralize, expedite, and implement COVID 19 related decision making. The school principal serves as the liaison that reports to the Superintendent / Assistant Superintendent to ensure coordinated actions across the district. Members of each school team includes a cross-section of the school and district, including its gender and racial diversity, to include: the school principal, school nurse, school counselor, teacher association representative, child study team member(s), general education and special education teacher(s) representing the varying grade bands served by the district and/or school, members of the school safety team, custodian, and parent(s).

Pandemic Response Team meetings are held regularly and are ongoing since July 2020 and address each of the areas identified as minimum required standards in the recovery and restart plan section B.2.g. A summary of additional discussions / sample school-specific tasks is listed below on the following page. Additionally, Pandemic Response Team manuals are being developed at the elementary, middle and high School level and will be provided to all staff.

- Discussion and draft of arrival protocols which include entry doors and suggestions for supervision
- Discussion and draft of dismissal protocols which include exit doors and suggestions for supervision as well as logistics of dismissal of classes
- Discussion and draft of health screening procedures and draft protocols for screening for entry
- Discussion and draft protocols for sending students to the nurse (illness, injury, medication administration)
- Discussion of materials needed for internal signage for one way / stay to the right hallways.
- Materials shared from NJ Thee Road Back, Special Education considerations, Building Operations, Keeping Staff Safe, Keeping Students Safe
- Discussion of reconfiguration of Nurse's Office and protocol for isolation of students and /or staff who exhibit COVID 19 symptoms or are suspected of having COVID 19 by not passing the screening (privacy concerns).
- Classroom Management of Student belongings
- Schedule: Handwashing times
- Restroom times
- Recess time
- Professional development for synchronous / asynchronous instruction
- Professional development for facilitating instruction for Full-Time Virtual Students
- Cleaning protocols in between cohorts
- Consideration of the possibility of a virtual Back to School Night
- Possible use of Flip Grid so parents will get to know the faculty
- Google Meet with parents in each grade level
- Schedule time periods for each grade level for families with multiple children

- Parent Communication (“Back-to-School” check-list):
  - Communicate with doctor to make sure immunizations are up-to-date
  - Practice hygiene
  - 20 second hand washing
  - Wearing mask
  - Don’t touch face or mouth
  - Social distancing
- Procedures for contacting the school nurse with health concerns, medication kept at school, documentation to be submitted to the health office, etc.
- Staff training (universal precautions, CPR, emergency response team, mandated training i.e. seizures, asthma, allergic reactions, etc.)
- Discussion of room capacity and formation of 2 Cohorts A and B.
  - Assign siblings to the same Cohort
  - Assign students in the ESL program to Cohort A in order to allow for third day of in-person attendance
- Discussion and planning of SEL/ NJPBSIS implementation
- Discussion and planning for implementation of Visitor Policy
- Discussion and of ESL locations, reconfiguration of CST room, Resource Teachers’ instructional space
- Discuss and planning for assignment of 2 teachers per room for live streaming instruction-feasibility and planning
- Discuss and planning for hallway expectations and protocols
- Discussion and planning for signage and placement locations
- Discussion of teaching expectations to students upon return to school
- What to include in the parent communication prior to opening?
- Completion of assigning siblings to the same Cohort to assist parents in arranging child Care
- ELLs have been placed in Cohort A to allow for a third day of instruction
- Flipped instruction for POR classrooms
- Scheduling for special area teachers
- Staggered lunches
- Calendaring of parent communication and updates

## APPENDIX N

# SCHEDULING OF STUDENTS

## A PHASED APPROACH TO HYBRID INSTRUCTIONAL MODEL

### PHASE I: FALL VIRTUAL

#### PHASE I: FALL VIRTUAL

- The Reopening of Schools will begin with virtual instruction in the fall for all students on September 14, 2020.
- In person experiences in some capacity will be **prioritized for specific groups of students** in order to inform instructional programming, prepare for effective virtual learning, and afford students and families the opportunity for academic, social and emotional supports.
- Professional development for administrators, teachers and staff for the effective implementation of the reopening plan, health and safety protocols, procedures for contact tracing, social and emotional support for staff, instructional strategies for highly effective and engaging instruction and live streaming in a phased in hybrid model, curriculum compacting, developing individualized student supports, implementing new technology and software, security drills.
- Training and support for students and families for the effective implementation of the reopening plan, health and safety protocols, procedures for contact tracing, support and study strategies for virtual learning at home within the hybrid model, distribution of instructional materials, targeted support for families of special education and English language learners, and social emotional supports for students and families.

#### PHASE I IN PERSON STUDENT EXPERIENCES

Phase I examples of in person experiences that will be prioritized for specific groups of students in order to inform instructional programming, prepare for effective virtual learning, and afford students and families the opportunity for academic, social and emotional supports.

#### Special Education

- Conduct IEP Evaluations that were stalled due to the March 2020 school closures.
- Assess considerations for Related Services
- Provide training and support to students and families via parent academies

#### English Language Learners

- Administer WIDA assessments to determine current proficiency level and make adequate ESL Placements
- Provide academic intervention / second language acquisition supports

- Assess facility with virtual learning and develop individualized intervention plans
- Provide student and caregiver training on technology
- Provide strategies for translations of virtual platforms

#### Kindergarten Students

- Meeting students and families for the first time
- Introduction to teachers, school, and virtual learning
- Administer Kindergarten Screeners
- Provide touch-screen chrome books and logins
- Provide student and caregiver training

#### New Registrants

- Meeting students and families for the first time
- Introduction to teachers, school, and virtual learning
- Program Determination
- Administer Screeners / Assessments
- Provide chrome books, logins and instructional materials
- Provide student and caregiver training

#### Basic Skills / Title I / Tier II / Tier III Students

- Administer student assessments to determine instructional level and programming for the 2020-2021 school year
- Provide academic intervention supports
- Assess facility with virtual learning and develop individualized intervention plans

#### In accordance with NJSIAA and CDC Guidelines

- Athletics
- Band
- Essential Extracurricular Activities (TBD)

#### Additional In-Person Experiences

- Social Emotional Learning
- Crisis Counseling & Evaluation
- College & Career Planning
- Mentorship Programs
- Review of 504 Accommodations
- Service and Support Models
- Technology (Chrome book repair / Distribution)



## PHASE I: FALL VIRTUAL INSTRUCTIONAL MODEL

### Phase 1: Fall Virtual Elementary K-5

Fall Virtual Schedule	Monday / Wednesday		Tuesday / Thursday		Friday
	Synchronous Instruction				
9am-12pm	Social Emotional Learning Foundations (K-2) Reading / Writing (K-5) Movement Social Studies ESL		Health Foundations (K-2) Math K-5 Movement Science ESL		Asynchronous Learning  Synchronous ESL Tiered Intervention Conferencing Instrumental (4-5)
1pm - 3pm	Related Arts	ESL Intervention Instrumental (4-5) Independent / HW	Related Arts	ESL Intervention Instrumental (4-5) Independent / HW	

### Phase 1: Fall Virtual Preschool

Fall Virtual Schedule	Monday - Thursday	Friday
	Synchronous Instruction	
9am - 12pm	Opening Group Morning Message Tools of the Mind Curriculum Individualized Instruction Music / Movement Closing Group	Asynchronous Learning  <u>Synchronous</u> Individual Student Conferencing  Teacher Planning / PD
1pm - 3pm	Individual Student Conferencing Teacher Planning / PD	

## Phase 1: Fall Virtual Middle School (Grade 6)

Fall Virtual Schedule	Monday / Wednesday	Tuesday / Thursday	Friday
	Synchronous Instruction		
Blocks 1, 5: 8:20 - 9:20 Blocks 2, 6: 9:25 - 10:25 Blocks 3, 7: 10:30 - 11:30 Blocks 4, 8: 11:35 - 12:30	Blocks 1-4	Blocks 5-7 <div>Advisory SEL Character Ed Office Hours</div>	Asynchronous Learning  <u>Synchronous</u> ESL Academic Support Office Hours Instrumental  Teacher Planning / PD
PM Schedule 1:30-2:53pm	Independent / HW Office Hours Student Support Teacher Planning / PD		

## Phase 1: Fall Virtual Middle School (Grades 7-8)

Fall Virtual Schedule	Monday / Wednesday	Tuesday / Thursday	Friday
	Synchronous Instruction		
Blocks 1, 4, 5: 8:20 - 9:20 Blocks 2, 6: 9:25 - 10:25 Blocks 3, 7: 10:30 - 11:30 Block 8, Advisory: 11:35 - 12:30	Grades 7&8 Blocks 1-3 <div>Advisory SEL Character Ed Personal Finance</div>	Grade 7 Blocks 4,6,7  Grade 8 Blocks 5-7	Asynchronous Learning  <u>Synchronous</u> Academic Support Office Hours Instrumental
PM Schedule 1:30-2:53pm	Independent / HW Office Hours Student Support Teacher Planning / PD		Teacher Planning / PD

## Phase 1: Fall Virtual

### High School 9-12

Fall Virtual Schedule	Monday / Wednesday	Tuesday / Thursday	Friday
Block 1, 5: 7:30-8:30 Block 2, 6: 8:40-9:40 Block 3, 7: 9:50-10:50 Block 4, 8: 11:00-12:00	Blocks 1-4	Blocks 5-8	Asynchronous Learning  <u>Synchronous</u> Academic Support Office Hours Instrumental
PM Schedule 1:00-2:15pm	Independent / HW Office Hours Student Support Teacher Planning / PD		Teacher Planning / PD

## Phase 1: Fall Virtual

### District Self-Contained Autism, Intellectual and Behavioral Disabilities Classes

Department administration will be working with teachers of students with Autism, Intellectual and Behavioral Disabilities to outline a daily virtual structure that mirrors the district's virtual instruction model, to include:

- Individualized student needs
- Length of instructional time online
- Ability to work independently
- Paraprofessional supports
- Engaging students through virtual learning



## Phase 1: Fall Virtual 18-21 Program

Schedule	Content
Monday - Thursday 7:30am - 12pm	Social Skills Career Awareness Career Exploration Pre-Vocational Activities (TBD)
Friday	Asynchronous Learning  Synchronous Individual Student Conferencing

## Phase 1: Fall Virtual English as a Second Language

### Considerations

- Supporting ELLs based on individual academic, linguistic, and social emotional strengths and needs.
- Online intervention programs to support ELL academic and English Language Development (iReady and FastForward)
- Additional Support for ELL families:
  - Partnership with Rutgers University Behavioral Health Care Services
  - Bilingual Family Resource Coordinator
  - Monthly ELL Family Academy to Support multilingual students and families

## A PHASED APPROACH TO HYBRID INSTRUCTIONAL MODEL

### PHASE II: FULL IMPLEMENTATION OF HYBRID INSTRUCTION

#### PHASE II: FULL IMPLEMENTATION OF HYBRID MODEL

- On or before November 9, 2020, the district will pivot to a full implementation of a hybrid instructional model.
- **In person experiences will be provided to all students in some capacity.**
- Ongoing professional development for staff.
- Ongoing training and support for students and families.

#### HYBRID INSTRUCTIONAL MODEL



All students in person  
in **some** capacity

Grade Span	In Person	Live Stream / Synchronous	Virtual / Asynchronous
Elementary (K-5)	<ul style="list-style-type: none"> <li>• 2 consecutive days per week</li> <li>• M, Tu / W, Th</li> <li>• 4 hour days</li> <li>• ELA, SocStud, Math, Science, SEL, Health, PE</li> </ul>	<ul style="list-style-type: none"> <li>• 2 consecutive days per week</li> <li>• ELA, Social Studies</li> <li>• Math, Science</li> <li>• 4 days per week</li> <li>• Related Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Fridays</li> <li>• Core content</li> <li>• 2 days per week</li> <li>• Related Arts</li> </ul>
Middle School (6-8)	<ul style="list-style-type: none"> <li>• 2 consecutive days</li> <li>• M, Tu / W, Th alternating weeks</li> <li>• 4 hour days</li> <li>• Block schedule</li> <li>• SEL advisory</li> </ul>	<ul style="list-style-type: none"> <li>• 4 days over 2 weeks</li> <li>• Core content areas</li> <li>• Most related arts / electives</li> </ul>	<ul style="list-style-type: none"> <li>• Fridays</li> <li>• Core Content</li> <li>• Related Arts / Electives</li> </ul>
High School (9-12)	<ul style="list-style-type: none"> <li>• 2 consecutive days</li> <li>• M, Tu / W, Th alternating weeks</li> <li>• 4 hour days</li> <li>• Block schedule</li> </ul>		

Hybrid Instructional Model			
Phase <b>2</b>	<b>PRESCHOOL</b>		
Hybrid Instruction	Schedule	Content	Friday
Full Day Program	8:45am - 12:30pm		Asynchronous Learning  Synchronous Individual Conferencing  Teacher Planning / PD
	<u>In Person Instruction</u> Cohort A: Monday, Tuesday Cohort B: Wednesday, Thursday  <u>Virtual Instruction</u> • On non-cohort days	Opening Group Morning Message Tools of the Mind Curriculum Individualized Instruction Music / Movement Closing Group	
AM /PM Program	<u>In Person Instruction</u> Cohort A: Monday Cohort B: Tuesday Cohort C: Wednesday Cohort D: Thursday  <u>Virtual Instruction</u> • On non-cohort days		

Hybrid Instructional Model					
Phase <b>2</b>	<b>ELEMENTARY (K-5)</b>				
Cohort A: In Person (M, Tu)			Cohort B: In Person (W, Th)		
Cohort A Example	Monday	Tuesday	Wednesday	Thursday	Friday
AM	In Person Instruction		Remote Live Instruction		<u>In Person</u> • Tier II / III • Related Services  <u>Synchronous</u> • Tutorials • Student Conferences • Intervention • Office Hours • Instrumental (Gr 4/5)
PM	Homework / Independent Study		<u>Synchronous Instruction</u> • Related Arts • Music, Art, Library, Spanish		<u>Asynchronous Learning</u>  <u>Planning / PD Teachers</u>

**Phase  
2**

**Hybrid Instructional Model**

**ELEMENTARY (K-5)**

COHORT A Example	Monday / Wednesday	Tuesday / Thursday		Friday
	In Person	Remote Live Stream		
8:40am-1pm	Social Emotional Learning Foundations (K-2) Reading / Writing (K-5) Movement Social Studies ESL	Health Foundations (K-2) Math K-5 Movement Science ESL		Asynchronous Learning  <u>Synchronous</u> Tiered Intervention
1pm - 3pm	Independent Assignments / Homework	Related Arts	ESL Intervention Instrumental (4-5) Independent / HW	Student Conferencing  Instrumental (4-5)

**Phase  
2**

**Hybrid Instructional Model**

**Elementary Special Education**

**Pull-Out Resource**

EXPERIENCE	DESCRIPTION
In-Person	<ul style="list-style-type: none"> <li>Students in the Resource, Pull-Out Replacement class will be assigned a cohort. In-person instructional activities for English Language Arts and Mathematics will be provided by a Special Education teacher.</li> </ul>
Livestream	<ul style="list-style-type: none"> <li>Students attending in-person will remain in the classroom with their Special Education teacher, who will facilitate the students to participate in live stream direct instruction with a General Education teacher for Social Studies or Science.</li> <li>Following direct instruction, the Special Education teacher will facilitate follow-up reinforcement activities with the students in Social Studies and Science.</li> </ul>
Virtual	<ul style="list-style-type: none"> <li>Instructional activities will be provided via virtual means to students when they are not attending in-person.</li> </ul>



**Phase  
2**

**Hybrid Instructional Model**

**MIDDLE SCHOOL (6-8)**

**Middle School (6-8)**

**Week 1**

IN PERSON INSTRUCTION	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Homeroom: 8:10-8:20a</b> <b>Blocks 1,5: 8:20-9:20</b> <b>Blocks 2,6: 9:25-10:25</b> <b>Blocks 3,7:10:30-11:30</b> <b>Blocks 4,Advisory 11:35-12:30p</b>  <i>Periods 1,2,3 and Advisory meets on Day 1</i>  <i>Periods 4 or 5, 6, 7 and Advisory meets on Day 2</i>	<a href="#">Cohort A: Day 1</a>  Last Names A-D  (LiveStream: Cohort B, C, D)	<a href="#">Cohort A: Day 2</a>  Last Names A-D  (LiveStream: Cohort B, C, D)	<a href="#">Cohort B: Day 1</a>  Last Names E-K  (LiveStream: Cohort A, C, D)	<a href="#">Cohort B: Day 2</a>  Alphabet E-K  (LiveStream: Cohort A, C, D)	<b>ALL COHORTS</b>  On Site (Grade 6) <ul style="list-style-type: none"><li>- Academic Support</li></ul> <b>Synchronous</b> <ul style="list-style-type: none"><li>- Tutorials</li><li>- Intervention</li><li>- Office Hours</li><li>- Instrumental</li></ul> <b>Asynchronous</b> Content Day 3
<b>In Person Cohort</b>	One Cohort , ELL, SE meet in person for two consecutive days alternating weeks / 4 hour day / All periods				
<b>Virtual Cohorts</b>	All cohorts not assigned to in person teacher instruction.				
<b>1pm - 2:53pm</b>	Independent / HW    Office Hours    Student Support    Teacher Planning / PD				

**Phase  
2**

**Hybrid Instructional Model**

**MIDDLE SCHOOL (6-8)**

**Middle School (6-8)**

**Week 2**

IN PERSON INSTRUCTION	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Homeroom: 8:10-8:20a</b> <b>Blocks 1,5: 8:20-9:20</b> <b>Blocks 2,6: 9:25-10:25</b> <b>Blocks 3,7:10:30-11:30</b> <b>Block 4, Advisory 11:35-12:30p</b>  <i>Periods 1,2,3 and Advisory meets on Day 1</i>  <i>Periods 4 or 5, 6, 7 and Advisory meets on Day 2</i>	<b>Cohort C: Day 1</b>  Last Names L-Q  (LiveStream: Cohort A, B, D)	<b>Cohort C: Day 2</b>  Last Names L-Q  (LiveStream: Cohort A, B, D)	<b>Cohort D: Day 1</b>  Last Names R-Z  (LiveStream: Cohort A, B, C)	<b>Cohort D: Day 2</b>  Alphabet R-Z  (LiveStream: Cohort A, B, C)	<b>ALL COHORTS</b>  On Site (Grade 6) - Academic Support  <b>Synchronous</b> - Tutorials - Intervention - Office Hours - Instrumental  <b>Asynchronous</b> Content Day 3
<b>In Person Cohort</b>	One Cohort , ELL, SE meet in person for two consecutive days alternating weeks / 4 hour day / All periods.				
<b>Virtual Cohorts</b>	All cohorts not assigned to in person teacher instruction.				
<b>1pm - 2:53pm</b>	Independent / HW    Office Hours    Student Support    Teacher Planning / PD				



**Phase  
2**

**Hybrid Instructional Model**

**HIGH SCHOOL (9-12)**

**High School 9-12  
Week 1**

IN PERSON INSTRUCTION	Monday	Tuesday	Wednesday	Thursday	Friday
Blocks 1,5: 7:30-8:30 Blocks 2,6: 8:40-9:40 Blocks 3,7: 9:50-10:50 Blocks 4,8: 11:00-12:00	Cohort A (Per 1-4)  Last Names A-D  (LiveStream: Cohort B, C, D)	Cohort A (Per 5-8)  Last Names A-D  (LiveStream: Cohort B, C, D)	Cohort B (Per 1-4)  Last Names E-K  (LiveStream: Cohort A, C, D)	Cohort B (Per 5-8)  Alphabet E-K  (LiveStream: Cohort A, C, D)	ALL COHORTS  Asynchronous Learning  <u>Synchronous</u> Academic Support Office Hours Instrumental
In Person Cohort	One Cohort 2, ELL, SE meet in person for two consecutive days alternating weeks / 4 hour day				Teacher Planning / PD
Virtual Cohorts	All cohorts not assigned to in person teacher instruction.				
1pm - 2:15pm	Independent / HW   Office Hours   Student Support   Teacher Planning / PD				

**Phase  
2**

**Hybrid Instructional Model**

**HIGH SCHOOL (9-12)**

**High School 9-12  
Week 2**

IN PERSON INSTRUCTION	Monday	Tuesday	Wednesday	Thursday	Friday
Blocks 1,5: 7:30-8:30 Blocks 2,6: 8:40-9:40 Blocks 3,7: 9:50-10:50 Blocks 4,8: 11:00-12:00	Cohort C  Last Names L-Q  (LiveStream: Cohort A, B, D)	Cohort C  Last Names L-Q  (LiveStream: Cohort A, B, D)	Cohort D  Last Names R-Z  (LiveStream: Cohort A, B, C)	Cohort D  Alphabet R-Z  (LiveStream: Cohort A, B, C)	ALL COHORTS  Asynchronous Learning  <u>Synchronous</u> Academic Support Office Hours Instrumental
In Person Cohort	One Cohort 2, ELL, SE meet in person for two consecutive days alternating weeks / 4 hour day				Teacher Planning / PD
Virtual Cohorts	All cohorts not assigned to in person teacher instruction.				
1pm - 2:15pm	Independent / HW   Office Hours   Student Support   Teacher Planning / PD				

**Phase  
2**

# The Road Back 18-21 Program

7:30am - 12pm	PROGRAM SCHEDULE
	Synchronous Instruction
Cohorts A, C Weekly: M, Tu	Social Skills Career Awareness Career Exploration
Cohorts B, D Weekly: W, Th	Pre-Vocational Activities (TBD)
	Virtual Instruction for Non-Cohort Days
Friday	Asynchronous Learning Synchronous Individual Student Conferencing

**Phase  
2**

# The Road Back 18-21 Program

*The following table outlines sample areas and activities:*

Area	Activities
Supply Bank	Collection of school supplies, non-perishable foods, clothing and face coverings, gloves and sanitizer, for distribution.
Greenhouse	Horticulture program: Development of outdoor and indoor horticulture program, including garden building, planting and maintenance.
Food Services	Work with the food services department to pick up and distribute lunches and retrieve delivery bags.
Clerical	Clerical opportunities throughout the building, including but not limited to: photocopying, sorting, shredding, and mailings.
Maintenance	Various tasks per the maintenance department within the high school setting.

## MAXIMIZING SYNCRHONOUS LEARNING EXPERIENCES ACROSS THE DISTRICT CALENDAR

To maximize the number of instructional days with synchronous learning and live streaming, a WOHS virtual calendar was developed to shift live instructional days that fall on holidays to Friday asynchronous learning days. This calendar will be developed for all grade levels.

SEPTEMBER 2020					OCTOBER 2020				
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
	1	2	3	4				Periods 1 2 3 4	Periods 5 6 7 8
7	8		10	11	5	Periods 1 2 3 4	Periods 5 6 7 8	Periods 1 2 3 4	Periods 5 6 7 8
14	Periods 1 2 3 4	Periods 5 6 7 8	Periods 1 2 3 4	Periods 5 6 7 8	12	Periods 1 2 3 4	Periods 5 6 7 8	Periods 1 2 3 4	Periods 5 6 7 8
21	Periods 1 2 3 4	Periods 5 6 7 8	Periods 1 2 3 4	Periods 5 6 7 8	19	Periods 1 2 3 4	Periods 5 6 7 8	Periods 1 2 3 4	Periods 5 6 7 8
28	No Session	Periods 1 2 3 4	Periods 5 6 7 8		26	Periods 1 2 3 4	Periods 5 6 7 8	Periods 1 2 3 4	Periods 5 6 7 8

  

NOVEMBER 2020				
Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
Periods 1 2 3 4	No Session	Periods 5 6 7 8	No Session	No Session
9	10	11	12	13
In-person Instruction Begins Cohort A	Cohort A	Cohort B	Cohort B	
16	17	18	19	20
Cohort C	Cohort C	Cohort D	Cohort D	
23	24	25	26	27
?	?	?	No Session	No Session
30				
?				

  

TIME SCHEDULE			
Periods	Time	Periods	Time
1	7:30-8:30	5	7:30-8:30
2	8:40-9:40	6	8:40-9:40
3	9:50-10:50	7	9:50-10:50
4	11:00-12:00	8	11:00-12:00

8/5/2020 2:50 PM

## APPENDIX O

# STAFFING

All staff members are required to report to work unless they have legal entitlement to leave and/or a reasonable accommodation. For staff members who request leave and/or a reasonable accommodation, the appropriate forms are provided by the Office of Human Resources.

Under the ADA, when an employee notifies an employer of their disability and requests an accommodation, employers are obligated to engage in a good faith interactive process to identify reasonable accommodations.

After a staff member has submitted the required forms, the district will review to determine if these accommodations can be provided and the employee will be notified in writing.

For those who are seeking leave through the FMLA or EFMLEA, these requests must be Board approved and the process for securing a leave replacement will be implemented immediately.

The Board's Plan and decision-making throughout the school year considers access and equity for all staff to ensure continuity of student learning and unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns, on a case by case basis. Regarding child care, staff will be provided with forms to submit to the Office of Human Resources to review to determine eligibility for EPSLA or EFMLEA and offered limited day care at our high school facilities, based on spacing and availability.

When making staffing scheduling and assignments, the school district will comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws.

Consultation with the local bargaining units and legal counsel occurred prior to finalizing any COVID-19 related changes for the 2020-2021 school year. Legal counsel has provided guidance and forms to use during the interactive process with staff members to ensure compliance with local applicable employment laws. The interactive process includes the following:

- Staff members will receive the appropriate form to complete with their physician.
- The form is submitted to the Office of Human Resources.
- The district physician reviews each request individually to approve or deny the request.
- The staff member receives notice regarding the approval or denial of the request and has the right to request an alternative accommodation for review.

Prior to the start of the 2020-2021 school year, professional development will be provided to all staff members as well as a handbook outlining the roles, responsibilities and expectations school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success. These will include, but not be limited to:

- Full implementation of all job descriptions that are currently in place
- Health and safety protocols
- Requirements for daily screening and contact tracing
- Reporting procedures for symptoms, positive Covid test results, absences, need for accommodations, anticipated leaves, etc.
- Content of the Reopening Plan
- School Schedules
- Expectations around effective and engaging synchronous instruction, providing students with feedback, assessing for learning gaps, community with families, the integration of social emotional learning, developing individualized learning plans for students demonstrating significant achievement gaps
- Technology integration
- Compacting Curriculum while adhering to minimum state learning standards

As schedules are adjusted, all instructional staff will maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations. Staff members are required to report to the buildings unless they have a legal entitlement to a leave or accommodation. In the event that the district moves to working remotely for staff, they will be expected to provide instruction from home.

The district will adhere to the Mentoring plan and implement guidance, requirements and flexibilities, as outlined by the NJDOE, for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.

The district will implement the Educator Evaluation Guidance, as outlined by the NJDOE around evaluation, teacher supports, and CAPs, and provide professional development to staff regarding the same, specifically as it relates to being observed in a virtual teaching and learning environment.

The Office of Human Resources is aware of adjustments to the edTPA and temporary certifications and will continue to monitor applications from candidates where this might apply.

## APPENDIX P

# ATHLETICS

Recently the New Jersey State Interscholastic Athletic Association (NJSIAA), the governing body of scholastic sports in NJ on Governor Murphy's authority has developed a 3 Phase plan to reopen athletics. Phase 1 of the plan is meant to physically recondition student athletes who have been away from athletics due to the COVID-19 outbreak. Phase 1 will begin on July 13th and is scheduled to run through July 26th.

The NISIAA Sports Advisory Task Force is pleased to announce its current plan for the fall sports season -- "Model 1 - Delayed Fall Season." However, the Task Force is devising multiple contingency models should there be a need to pivot as school-related and health-related circumstances evolve.

NJSIAA will continue to monitor health-related circumstances throughout the summer and will continue communicating with the Department of Education on a regular basis. NJSIAA will also continue to track the Governor's directives regarding sports activities and will consult with the necessary governmental agencies. If there is a change in the Governor's Road Back, Restart and Recovery Plan for Education regarding in-person schooling in the fall, the NISIAA will be equipped with contingency plans.

At this point, NJSIAA is prepared to proceed with Model 1 - Delayed Fall Season, as outlined below. This plan is designed to give school administrators time to safely reopen schools and to begin planning for a fall sports season. We all recognize the fluidity of the COVID-19 pandemic and realize that conditions are changing regularly. We will continue to provide updates on all potential plans as timely as possible to ensure schools; leagues and conferences have time to adapt. Any decision to move away from Model 1 - Delayed Fall Season will be made no later than the end of the summer recess period, August 28th.

### SPORTS ADVISORY TASK FORCE GUIDING PRINCIPLES

The members of the Sports Advisory Task Force believe that participation in athletics enhances the educational experience of all students. The principles below serve to help guide committee members in their decision-making process.

1. Ensure the health and safety of all student-athletes.
2. Re-engage all student-athletes as soon as possible for their social, emotional and mental well-being.
3. Maximize participation across all sports and all student-athletes.
4. Keep competition as local as possible for as long as possible.
5. Develop multiple return-to-play models to minimize the risk of a cancelled season.
6. Maintain the ability to pivot to back-up plans when deemed necessary.
7. Minimize potential impact on the spring season.
8. Minimize the importance of post-season, state-wide championships.



## SUMMER RECESS PERIOD

The NISIAA summer recess period will run from Monday, July 13th, through Friday, August 28th. Participation in the summer recess period is optional and districts may choose which date to start. Summer recess workouts will run according to the guidelines issued by NJSIAA and the Medical Advisory Task Force. All schools participating in the summer recess workouts must start with the Phase 1 guidelines regardless of their start date. Please refer to the NISIAA website for further information on these guidelines for the summer recess period: <https://www.njsiaa.org/>.

## WEST ORANGE ATHLETICS IN ACCORDANCE WITH NJSIAA GUIDELINES

The West Orange High School Athletics Department has assembled a COVID-19 Response Team in order to best maintain the health and safety of our student athletes, coaches, and staff members. The members of the West Orange High School COVID-19 response team will include the Athletic Trainers, School Nurses, Supervising Physician, Athletic Director, Principal and the NJ Department of Health. The goal of this team is to identify and implement policies and procedures that will promote a safe return to sport throughout COVID-19.

When dealing with a potentially severe virus such as COVID-19 appropriate universal precautions must be taken at all times; this must include the use of personal protective equipment (gloves, face masks, hand sanitizer, EPA approved disinfectant products etc..) as indicated by public health officials.

## PHASE I REGISTRATION REQUIREMENTS

Please be advised that changes have been made to the registration process in accordance with COVID-19 guidelines from the NISIAA, Department of Health, Department of Education, and West Orange School District. Please read through all instructions, agreements, and policies when completing the online registration. All students participating in a Fall Sport in 2020 must have the rSchoolToday registration completed, which includes the **COVID-19 Questionnaire**.

All student athletes are required to complete the Health History Update and COVID-19 Questionnaire. Student athletes attending summer workouts will be required to complete a daily screening form prior to arrival on campus. NO EXCEPTIONS. Please note All "YES" answers on the Health History Update and COVID-19 Questionnaire must be explained in detail. Please provide dates and explanations for each "YES" answer.

Any student who has tested positive for COVID-19 or presently has COVID-19 will need to provide clearance from a physician before the student will be permitted to participate. In addition, student athletes with any pre-existing medical conditions or are considered high risk will also be required to provide physician clearance before he/she is permitted to participate in workouts. Final medical clearance will be reviewed and determined by the district Chief Medical Officer, Dr. Michael Kelly.

All medical notes should be given directly to a member of the high school medical staff:

- Eddy Perez - eperez@westorangeschools.org
- Eugene Palatianos epalatianos@westorangeschools.org
- Ashley Sivo - asivo@westorangeschools.org

We advise that if a student's sports physical is going to expire, to schedule the physical exam with your home physician (family doctor). You may download the Sports Physical form here: [Sports Physical Form](#). If your family does not have access to a doctor, please contact Eddy Perez (eperez@westorangeschools.org) and she will help provide you guidance on how to make arrangements for a sport physical.

#### **DAILY SCREENING COVID-19 PROTOCOL FOR PHASE 1 (FALL 2020 SPORTS ONLY)**

1. Daily screening questions must be administered. Coaches have been emailed the daily screening form and will distribute electronically to student athletes. This must be completed prior to their arrival to school
  - a. Upon arrival at school, the coach that is designated as the screener for that day will check to make sure the Pre-Screen Form has been completed and will then take the student's temperature. If the student's temperature exceeds 100.4 degrees F. they will not be permitted to participate in the workout and will be required to return home.
  - b. If a student athlete is being dropped off by a parent/guardian, the parent/guardian should wait until the student has passed pre-screening to depart.
  - c. In the case that a student-athlete must return home they must be accompanied by a parent/guardian.
2. Single Entry point for practice to be established. The coach that is responsible for daily screening will be located here and student athletes will not be permitted entrance to practice until daily screening has been completed.
3. Any student athlete who has answered "Yes" to any inquiry on the Pre-Screening Questionnaire or has a temperature that exceeds 100.4 degrees F. will not be allowed to practice and must return home immediately.
  - a. It is the responsibility of the Head Coach to immediately report any student-athlete that is not allowed to practice to the Athletic Director, Ron Bligh.
  - b. The COVID-19 response team will follow-up with any individual who may have the virus, who tested positive for COVID-19 or who are symptomatic. Contact tracing and a communication plan with parents/guardians, student athletes, coaches, school personnel, community, and Health Department will be employed.



- c. In all cases written medical clearance will be required from the treating physician, and the school physician will make final determination when the individual may return safely to athletic activity. Any individual who has any questions or concerns should contact Ron Bligh at 973-255-7157 or [rbligh@westorangeschools.org](mailto:rbligh@westorangeschools.org).
4. Practices will be held to a strict schedule of 90 minutes, which will include a 10-minute warm up and a 10-minute cool down.
5. Hand sanitizer will be provided for use both before and after practice.
6. All student athletes will be placed in groups of up to 10 and remain at least 6 feet apart at all times. All groups will be at least 15 feet apart from other groups. Head coaches are responsible for establishing the groups.
7. All student athletes once placed in a group must remain in that group for the entirety of Phase 1 **NO EXCEPTIONS**.
8. Student-athletes, coaches and school personnel will wear face coverings at all times unless they are engaged in high intensity aerobic activities (i.e., running, sprinting, etc.).
9. Student athletes must bring their own filled and labeled water bottle(s).
10. All equipment shall be disinfected on a daily basis at the completion of practice.
11. No personal equipment may be shared (i.e., water bottles, towels, etc.)

## **NJSIAA PHASE 2 - GUIDELINES**

### ***Rationale***

Phase 2 allows for increased team activities as it pertains to skills and drills development and permits schools to use indoor facilities if approved by the school district. Once individual pods of student-athletes have successfully completed Phase 1, and providing that there has not been a significant change in health conditions indicating otherwise, progression to Phase 2 is medically appropriate. Larger groups of student-athletes are permitted during Phase 2 because the individual pods have worked out together without a confirmed case of COVID-19 in a two-week period.

Phase 2 allows the pods from Phase 1 to be combined into a pod of 25-30 student-athletes. Student athletes will be permitted to share sports equipment within their newly formed pod only. Limiting the sharing of equipment to pods will, as in Phase 1, help to control the spread of COVID-19. It is imperative that all sports equipment be cleaned and disinfected in accordance with applicable guidelines.

### ***Screening***

No Additions - follow general guidelines.

## *Workouts*

1. Phase 2 allows for increased team activities as it pertains to skills and drills development and permits schools to use indoor facilities if approved by the school district.
2. Workouts shall be no more than one hundred twenty (120) minutes in duration and shall include a ten (10) minute warm-up, and a ten (10) minute cool down.
3. Phase 2 will last two (2) weeks from the date of the first workout.
4. Only one workout per day is permitted during Phase 2.
5. There must be a minimum of 2 practices for every 7 days totaling 4 practices.
6. The maximum number of practices is 6 for every 7 days totaling 12 practices.
7. There must be one (1) day of rest per every seven (7) days.
8. For indoor workouts, care should be taken to provide good air circulation.
9. Weight Room Guidelines
  - a. Resistance training should be limited to body weight, sub-maximal lifts and use of resistance bands.
  - b. Maximum lifts should be limited, and power cages should be used for squats and bench presses.
  - c. If six feet away, spotters may be at end of each bar.
  - d. Weight room touch points must be cleaned both before and after use by teams and specific equipment cleaned after each athlete use.
  - e. Appropriate clothing should be worn in the weight room to minimize sweat transmission to surfaces.
  - f. Any exposed foam or porous surfaces should be adequately covered.

## *Face Coverings*

No Additions - follow general guidelines.

## *Pods*

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

- b. The total number of pods permitted will be determined by the size of the area and by calculating the maximum number of student-athletes and coaches that can maintain six (6) feet of social distancing at all times.
6. Pods must stay together throughout the entirety of Phase 2.
7. Consider using marks on the floor to maintain social distancing for all indoor workouts.
8. Social distancing of at least six (6) feet shall be maintained between student-athletes and staff at all times, including within the pods.

### ***Sports Equipment***

1. Balls may be used throughout Phase 2 as part of the workouts.
2. Balls can be dribbled, passed, caught, thrown, punted, handed off etc. within their pods only.
3. All other equipment, like sticks, rackets, bats, etc. may be used if they are the student-athletes
4. personal equipment and should not be shared.
5. During Phase 2, no helmets or shoulder pads are permitted.

### ***Locker Rooms/Restrooms***

No Additions - follow general guidelines,

### ***Hygiene***

No Additions - follow general guidelines.

### ***Forms***

No Additions - follow general guidelines.

## **NJSIAA PHASE 3 - GUIDELINES**

- Will be released shortly by the NJSIAA
- The West Orange High School Athletic Department will adhere strictly to the NJSIAA's guidelines for Phase 3.