

WEST ORANGE BOARD OF EDUCATION
Public Board Meeting August 17, 2020
6:30 P.M. Executive Session
7:30 P.M. Public Session
Virtual

Agenda

I. ROLL CALL OF THE MEMBERS

II. NOTICE OF MEETING: Please take notice that adequate notice of this meeting has been provided in the following manner:

- A. That a written notice was sent from the Office of the Secretary of the Board at 4:00 p.m. on January 7 and July 30, 2020.
- B. That said notice was sent by regular mail to the West Orange Township Clerk and the Editors of the West Orange Chronicle and the Star-Ledger.
- C. That said notice was posted in the lobby of the Administration Building of the Board of Education.

III. WEST ORANGE BOARD OF EDUCATION RESOLUTION AUTHORIZING EXECUTIVE SESSION

WHEREAS, while the "Sen. Byron M. Baer Open Public Meetings Act" (N.J.S.A. 10:4-6 et seq.) requires all meetings of the West Orange Board of Education to be held in public, N.J.S.A. 10:4-12(b) sets forth nine (9) types of matters that may lawfully be discussed in "Executive Session," without the public being permitted to attend, and

WHEREAS, the Board has determined that two (2) issues are permitted by N.J.S.A. 10:4-12(b) to be discussed without the public in attendance and shall be discussed during an Executive Session to be held on Monday, August 17, 2020 at 6:30 P.M, and

WHEREAS, the nine (9) exceptions to open public meetings set forth in N.J.S.A. 10:4-12(b) are listed below, and next to each exception is a box which will be marked when the issues to be privately discussed fall within that exception, and after each exception is a space where additional information that will disclose as much information about the discussion as possible without undermining the purpose of the exception shall be written:

- "(1) Any matter which, by express provision of Federal law, State statute or rule of court shall be rendered confidential or excluded from public discussion." The nature of the matter, described as specifically as possible without undermining the need for confidentiality is:
- "(2) Any matter in which the release of information would impair a right to receive funds from the federal government." The nature of the matter, described as specifically as possible without undermining the need for confidentiality is:
- "(3) Any material the disclosure of which constitutes an unwarranted invasion of individual privacy

such as any records, data, reports, recommendations, or other personal material of any educational, training, social service, medical, health, custodial, child protection, rehabilitation, legal defense, welfare, housing, relocation, insurance and similar program or institution operated by a public body pertaining to any specific individual admitted to or served by such institution or program, including but not limited to information relative to the individual's personal and family circumstances, and any material pertaining to admission, discharge, treatment, progress or condition of any individual, unless the individual concerned (or, in the case of a minor or incompetent, his guardian) shall request in writing that the same be disclosed publicly." The nature of the matters, described as specifically as possible without undermining the need for confidentiality are: _____.

"(4) Any collective bargaining agreement, or the terms and conditions of which are proposed for inclusion in any collective bargaining agreement, including the negotiation of terms and conditions with employees or representatives of employees of the public body." The collective bargaining contract(s) discussed are between the Board and _____.

"(5) Any matter involving the purchase, lease or acquisition of real property with public funds, the setting of banking rates or investment of public funds where it could adversely affect the public interest if discussion of such matters were disclosed." The nature of the matter, described as specifically as possible without undermining the need for confidentiality is:

"(6) Any tactics and techniques utilized in protecting the safety and property of the public, provided that their disclosure could impair such protection. Any investigations of violations or possible violations of the law." The nature of the matter, described as specifically as possible without undermining the need for confidentiality is:

■ "(7) Any pending or anticipated litigation or contract negotiation in which the public body is, or may become a party. Any matters falling within the attorney-client privilege, to the extent that confidentiality is required in order for the attorney to exercise his ethical duties as a lawyer." The parties to and docket numbers of each item of litigation and/or the parties to each contract discussed are and the nature of the discussion, described as specifically as possible without undermining the need for confidentiality are: Settlement Agreement re: Student #2606128

■ "(8) Any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of the performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee employed or appointed by the public body, unless all individual employees or appointees whose rights could be adversely affected request in writing that such matter or matters be discussed at a public meeting." Subject to the balancing of the public's interest and the employee's privacy rights under South Jersey Publishing Co. v. New Jersey Expressway Authority, 124 N.J. 478 (1991), the employee(s) and nature of the discussion, described as specifically as possible without undermining the need for confidentiality is: Kelly Elementary Principal Candidate.

"(9) Any deliberation of a public body occurring after a public hearing that may result in the imposition of a specific civil penalty upon the responding party or the suspension or loss of a license or permit belonging to the responding party as a result of an act of omission for which the responding party bears responsibility." The nature of the matter, described as specifically as possible without undermining the need for confidentiality is:

WHEREAS, the length of the Executive Session is estimated to be sixty (60) minutes after which the public meeting of the Board shall (select one) reconvene and immediately adjourn or reconvene and

proceed with business where formal action will be taken.

NOW, THEREFORE, BE IT RESOLVED that the West Orange Board of Education will go into Executive Session for the above stated reasons only; and

BE IT FURTHER RESOLVED that the Board hereby declares that its discussion of the aforementioned subject(s) will be made public at a time when the public's interest in disclosure is greater than any privacy or governmental interest being protected from disclosure.

IV. PUBLIC SESSION AT 7:30 P.M.

V. PLEDGE OF ALLEGIANCE

VI. CONSIDERATION OF THE CLOSED AND PUBLIC MEETING MINUTES OF July 20 and 30, 2020 (Att. #1)

VII. SUPERINTENDENT/ BOARD REPORTS

- A. Essex County School Boards Unsung Hero Award Recipient 2019-2020
- B. SSDS Report
- C. Bilingual Family Resource Services
- D. School Reopening Plan Presentation

VIII. QUESTIONS FROM THE PUBLIC ON AGENDA ITEMS

IX. REPORTS, DISCUSSIONS, AND RECOMMENDATIONS

A. PERSONNEL

1. Resignations / Retirements

- a. Superintendent recommends approval to the Board of Education for the following certificated staff resignation(s) / retirement(s):

Name	Location	Position	Reason	Effective Date
Anne Engelhardt	Washington	Grade 3	Retirement 34 years	10/1/20
Marina Reznikov	St. Cloud	Music	Retirement 19 years	10/1/20

- b. Superintendent recommends approval to the Board of Education for the following non-certificated staff resignation(s) / retirement(s):

Name	Location	Position	Reason	Effective Date
Mauricio de Souza	WOHS	Paraprofessional	Resignation	8/31/20
Pamela Robinson	Transportation	Bus Monitor Part-time	Resignation	9/4/20

2. Rescissions

- a. Superintendent recommends approval to the Board of Education for the following rescission(s):

Name	Location	Position	Effective Date
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Derrick Eatman	Edison	Paraprofessional	7/30/20
Alec Smith OOD	WOHS	Marching Band: Color Guard Designer, Overall Effects & Drill Designer	7/29/20

3. Appointments

- a. Superintendent recommends approval to the Board of Education for the following certificated staff appointment(s). Step and salary may be adjusted upon ratification of collective bargaining agreement:

Name	Location	Position	Replacement / New	Guide	Step	Salary	Account Code	Effective Dates
Joel Castillo	Kelly	Principal	Pollara	N/A	N/A	\$130,000 prorated	11.000.240.103.00.12.150	11/1/20 - 6/30/21
Andrew Crozier	Mt. Pleasant	Resource Room Leave Replacement	Cerrigone	BA	3	\$57,681 prorated	11.213.100.101.00.11.140	9/1/20 - 1/22/21
Jenna Laszlo	Redwood	Kindergarten Long Term Substitute	Donohue	BA	N/A	\$288 per diem	11.110.100.101.00.13.160	9/1/20 - 11/20/20
Miji Lee	Kelly	Grade 2 Leave Replacement	Gray	BA	3	\$57,681 prorated	11.120.100.101.00.12.150	9/1/20 - 1/29/21
Stephanie Suriano	WOHS	Acting Assistant Principal	Mancarella	MA+4 5	N/A	\$1,500 per month for additional duties	11.000.240.103.00.03.050	8/18/20 - 10/16/20

- b. Superintendent recommends approval to the Board of Education for the following non-certificated staff appointment(s). Step and salary may be adjusted upon ratification of collective bargaining agreement:

Name	Location	Position	Replacement / New	Guide	Step	Salary	Account Code	Effective Dates
Patricia Christiano	Roosevelt	Paraprofessional	New	MA	3	\$32,752	TBD	9/1/20 - 6/30/21
Madeline Machuca	Mt. Pleasant	Administrative Assistant	DeVivo	Column I	14	\$61,919 prorated	11.000.240.105.00.11.140	10/1/20 - 6/30/20
Samantha Palmer	WOHS	Paraprofessional	Rapp	BA	7	\$32,403	11.214.100.106.00.03.050	9/1/20 - 6/30/21
Richard Zarro	WOHS	Paraprofessional	Denerstein Redwood	BA	3	\$30,655	TBD	9/1/20 - 6/30/21

- c. Superintendent recommends approval to the Board of Education for the following certificated additional summer assignment(s):

Name	Location	Position	Stipend	Account Code	Effective Dates
Jodie Goldstein	Liberty	ESY Counseling Grades 6-12	\$49.98 per hour not to exceed 12 hours per week amended from 8 hours	11.000.219.104.00.92.000	7/27/20 - 7/30/20
Yelena Grushko	Liberty	ESY Counseling Grades 6-12	\$49.98 per hour not to exceed 12 hours per week amended from 8 hours	11.000.219.104.00.92.000	7/27/20 - 7/30/20

Pamela Halstead Stewart	Edison	School Counselor Summer Work	\$408 per diem not to exceed 15 days amended from 10 days	11.000.218.104.00.91.070	7/1/20 - 8/31/20
Jeffrey Lafoon	Edison	School Counselor Summer Work	\$408 per diem not to exceed 15 days amended from 10 days	11.000.218.104.00.91.070	7/1/20 - 8/31/20
Nancy Mullin	WOHS	Summer Work for Perkins and PreApprenticeship Grants	\$500 per diem not to exceed 13 days*	20.362.200.100.00.03.050 20.361.200.103.00.86.000	7/1/20 - 8/31/20
Dawn Ribeiro	WOHS	Supervisor of Special Services Summer Work	\$500 per day not to exceed 8 days amended from 5 days	11.000.221.102.00.00.000	8/11/20 - 8/25/20

*8 days to be funded by PreApprenticeship Grant/5 days to be funded by Perkins Grant - amended

- d. Superintendent recommends approval to the Board of Education for the following non-certificated staff additional summer assignment(s):

Name	Location	Position	Stipend/ Rate of Pay	Account Code	Effective Dates
Catherine Lee	Hazel	Administrative Assistant Summer Work	\$212.76 per diem not to exceed 5 days	11.000.240.105.00.10.130	7/1/20 - 8/24/20
Megan Malia	Kelly	Administrative Assistant Summer Work	\$190.13 per diem not to exceed 5 days	11.000.240.105.00.12.150	7/1/20 - 8/24/20
Dayna Martinez	Redwood	Administrative Assistant Summer Work	\$190.13 per diem not to exceed 5 days	11.000.240.105.00.13.160	7/1/20 - 8/24/20
Ellen Nelson	Washington	Administrative Assistant Summer Work	\$278.68 per diem not to exceed 5 days	11.000.240.105.00.15.180	7/1/20 - 8/24/20

- e. Superintendent recommends approval to the Board of Education for the following negotiated co-curricular assignment(s):

Name	Location	Position	Stipend	Account Code	Effective Dates
Scott Tomlin	WOHS	Marching Band: Color Guard Designer, Overall Effects & Drill Designer	\$3,060	11.401.100.100.00.03.050	2020-2021

- f. Superintendent recommends approval to the Board of Education for the following substitute appointment(s) at the appropriate substitute rates for 2020-2021:

Name	Certification Code	Teacher	Paraprofessional	Administrative Assistant	Lunch Aide	Nurse	Custodian
Patience Allotey	Substitute					X	
Mandar Dave	CE	X					
Diane Gray	Standard	X	X				

4. Leaves of Absence:

- a. Superintendent recommends approval to the Board of Education for the following leaves of absence for certificated staff:

Name	Location / Position	Paid Leave	Unpaid Leave with Benefits	Unpaid Leave without Benefits	Anticipated Return Date
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Erika DeVos Family	Edison Special Education / Mathematics	N/A amended	9/1/20 - 11/20/20 amended	11/23/20 - 1/1/21 amended	1/4/21
Megan Kiczek Family	WOHS ELA	10/7/20 - 12/23/20	N/A	1/4/21 - 5/14/21	5/17/21
Kimberly Mancarella Medical	WOHS Assistant Principal	8/18/20 - 10/16/20	N/A	N/A	10/19/20
Hope Stewart Medical	WOHS Science	N/A	N/A	9/1/20 - 6/30/21	9/1/21
William Urbanski Medical	WOHS Physical Education, Health, Driver's Education	9/1/20 - 9/29/20	N/A	N/A	9/30/20

- b. Superintendent recommends approval to the Board of Education for the following leaves of absence for non-certificated staff:

Name	Location / Position	Paid Leave	Unpaid Leave with Benefits	Unpaid Leave without Benefits	Anticipated Return Date
Kathy McCormick Medical	Central Office Administrative Assistant	7/1/20 - 9/2/20 amended	N/A	N/A	9/3/20 amended

B. CURRICULUM AND INSTRUCTION

1. Recommend approval for student teaching for the 2020-2021 school year. (Att. #2)
2. Recommend approval between Rutgers University Behavioral Health Care “RBHC” and West Orange School District for the provision of Bilingual Family Resource services for the 2020-2021 school year in the amount of \$50,000 funded through ESSER. (Att. #3)
3. Recommend approval of The Ready NJ Reading, Writing & Math Program to be utilized as an intervention for Title I \ BSI students for the 2020-2021 school year in the amount of \$28,000 funded by the CARES Act (ESSER) Grant Funds. (Att. #4)
4. Superintendent recommends the approval of the West Orange Public Schools Restart and Recovery Plan and the submission of that Plan to the Executive County Superintendent’s Office. (Att. #5)

C. FINANCE

a.) Special Services

1. Recommend approval for the following out of district placements for the 2020-2021 school year. (Att. #6)
2. Recommend approval for the following service providers for related services for the 2020-2021 school year:

ID Number	Provider	Type of Service	Cost	Not to Exceed	Budgeted/ Unbudgeted
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2706115	Infinite Therapy Solutions	BCBA	8/24/20-9/4/20 \$165/hour Not to exceed 20 hours	\$3,300.00	Budgeted
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3. Recommend approval for the following providers to provide services to students in the West Orange Public Schools for the 2020-2021 school year.

Provider	Type of Service / Cost	Not to Exceed	Budgeted
Delta-T Group Woodbridge, NJ	Applied Behavior Analysis Instruction \$35.00/ hour BCBA Supervision / Consultation / Parent Training \$90.00/hour	\$85,000	Budgeted
Kid Clan Services, Inc.	Bilingual Educational - \$450.00 per Evaluation and Report Bilingual Psychological - \$450.00 per Evaluation and Report Bilingual Speech - \$375.00 per Evaluation and Report Bilingual Occupational - \$325.00 per Evaluation and Report Monolingual Occupational - \$275.00 per Evaluation and Report	\$15,000	Budgeted

b.) Business Office

1. Recommend approval of the 8/17/2020 Bills List:

Payroll/Benefits	\$ 4,418,366.01
Transportation	\$ 694,038.04
Tuition (Spec. Ed./Charter)	\$ 571,294.33
Instruction	\$ 194,369.76
Facilities/Security	\$ 995,736.16
Capital Outlay	\$ 171,449.80
Grants	\$ 265,989.57
Food Service	\$ 130,868.87
Support Svcs/Co-Curricular/Athletics/Misc.	\$ 492,771.15
	<u>\$ 7,934,883.69</u>

2. Recommend approval of June 2020 transfers within the 2019-2020 budget in compliance with N.J.A.C. 6A:23-2.11(A)2. (Att. #7)
3. Secretary's Report - Acceptance and Certification - June 2020

Recommend that the West Orange Board of Education accept the Board Secretary's financial report for the month of June 2020, based upon the certification of the Board Secretary, pursuant to N.J.A.C. 6A:23A-16.10(c) (3), that no major account or fund has been over expended, and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year. (Att. #8)

4. Report of the Treasurer of School Monies - June 2020

Recommend that the West Orange Board of Education acknowledge and accept the Report of the Treasurer of School Monies for the month of June 2020, which report is in agreement with the Secretary's Report. (Att. #9)

5. Recommend approval of Waiver Request for the use of the alternative method of

compliance, in accordance with N.J.A.C. 6A:26-6.2(h)4ii and iii, by providing toilet rooms adjacent to or outside the classroom in lieu of individual toilet rooms in each classroom, for the 2020-2021 school year, as per the attached. (Att. #10)

6. Recommend approval of Initial/Renewal Application for Temporary Instructional Space for the 2020-2021 school year as per the attached. (Att. #11)
7. Recommend approval of Settlement Agreement between the parents of Student #2606128 and the West Orange Board of Education.
8. Recommend approval of submission of the Preliminary CARES Act Elementary and Secondary Emergency Relief (ESSER) Fund Digital Divide Discretionary Grant Application in the amount of \$357,000 to bridge the digital divide in the form of purchasing student digital devices in order to support our 1:1 Chromebook Program and provide every West Orange student with a Chromebook.
9. Recommend approval of Union County Coop (UCCP) Bid Vendors for the 2020-2021 school year. (Att. #12)
10. Recommend approval of 2020-2021 vendors that exceed the bid threshold of \$44,000. (Att. #13)
11. Recommend approval of reduced appropriations for the balancing of the revised district's budget for the 2020-2021 school year due to a reduction in state aid of \$1,552,838.
12. Recommend approval to void checks from the WOHS Athletic account as per the attached. (Att. #14)

D. REPORTS

1. Superintendent recommends to the Board of Education the acceptance of the Student Safety Data System (SSDS) submitted July 31, 2020 for the 2019-2020 school year. (Att. #15)

X. PETITIONS AND HEARINGS OF CITIZENS

XI. REPORT FROM THE BOARD PRESIDENT AND/OR BOARD MEMBERS

XII. NEXT BOARD MEETING to be held at 7:30 p.m. on August 31, 2020 at West Orange High School.

XIII. EXECUTIVE SESSION (as deemed necessary)

WHEREAS: The Open Public Meetings Act, N.J.S.A. 10:4-11, permits the Board of Education to meet in closed session to discuss certain matters, now, therefore be it

RESOLVED: The Board of Education adjourns to closed session to personnel, legal and miscellaneous confidential matters. Be it further

RESOLVED: The minutes of this closed session will be made public when the need for confidentiality no longer exists.

XIV. ADJOURNMENT

Student Teaching / Practicum 2020-2021

8.17.20

Student Teacher Candidate	Affiliated University	Effective Dates
Dana Robinson	Simmons College	9/9/20 - 6/18/21

West Orange Public Schools
West Orange, New Jersey

Proposal: *Ready New Jersey Reading, Writing, and Math Programs (i-Ready, Curriculum Associates)*

Time Frame: September 2020 – June 2021

Teachers: Title I/BSI Intervention Teachers

Supervisor: Terry Granato

Goals:

Provide differentiated instruction in Reading, Writing, and Mathematics.

Reach students in areas that were missed in their previous grade level core instruction.

Personalize pathways to growth with precise instruction that is guided by *i-Ready monitoring* data.

Build independence and **motivate** students to persist in building their skills within a hybrid and/or remote learning environment.

Background:

As teachers and students return to school from a learning environment that could be described as a crash course in distance learning, many teachers are grappling with questions regarding safety, social and emotional needs, learning loss, unfinished learning, shrinking budgets, a resurgence of forced school closure, but most especially “How do we support the students at greatest risk of falling further behind?” Through instruction at the tiered levels of intervention, our intent is to harness what we’ve learned so that we may all succeed in the coming year.

Rationale:

With the challenges and opportunities facing our Title I/BSI and Intervention teachers, we need to consider the tools they will need to successfully support learning in the coming year. Support for students will need to be anchored around four main areas:

- Multi-grade understanding of student needs
- Goals that are both attainable and ambitious
- Plans for balancing prerequisite and grade-level learning
- Instruction that hits high marks for both quality and ease of use

Since assessment data will be limited, our teachers will need to dive deeper into domain-and skill level diagnosis, painting a clear picture of what their students can do and what steps are needed for success. Goal setting will need to be more sophisticated with grade level in mind as at-risk students begin the year with added struggles. To attain their goals, Title I/BSI and Intervention teachers will need one essential strategy for melding missed prerequisite skills and grade-level learning—one that helps them hone in, access, and arrive at a conclusion. Delivery of instruction will have to be adaptable for both in-class and remote learning, flexible enough to adjust if sudden changes occur, and tied to data reflecting individual student needs.

Target Population:

1. Students identified as being at-risk and in need of one of the tiered levels of intervention in Grades K-5.
2. Students identified by Intervention and classroom teachers as demonstrating gaps in learning due to limited instructional experiences caused by school closures and an unfamiliar remote learning environment.

Description: The Ready New Jersey Reading & Math Program will be offered to students remotely outside of the core classroom instruction. West Orange School District has prepared a Restart and Recovery Plan that will allow for intervention to be provided during the hybrid instructional schedule. Expanded Learning Time will be considered for students needing more intensive instruction and will be provided outside of the hybrid instructional schedule.

Resources:

Ready New Jersey Reading, Writing, and Math Instructional Programs

Cost for Program:

Licenses:	\$60 per student
Teacher Training:	\$3,000.00

Dates: September 2020-June 2021

Funding Source: ESSER Funds (CARES Act)

Rutgers University Behavioral Health Care

West Orange Public School District

10 Month Service Proposal

MISSION

To provide therapeutic support services to children and their families in the West Orange Public School District in order to provide support and resources to those students and families struggling with behavioral, social and emotional issues.

Overview University Behavioral HealthCare

University Behavioral Health Care (UBHC), established in 1971, is one of the largest providers of behavioral healthcare services in the country. Accredited by the Joint Commission on Accreditation of Healthcare Organizations, UBHC provides a broad array of behavioral health services to adults, children and families living in New Jersey. The mission of UBHC is to provide effective, compassionate and accessible care that is informed by research, education and training. The vision of UBHC is to become a leader in the advancement of mental health for the people of New Jersey and the nation. UBHC values accessibility of services to the people of New Jersey, especially those who are the most ill, disadvantaged, and in need, treatment approaches that have demonstrated effectiveness, the promotion of research and innovative programming that occurs in an open-minded spirit of inquiry, and the education of professionals and students through clinical training and the development of academic programs and courses. We embrace an obligation to the larger community through primary prevention, outreach, consultation and training activities, and through efforts to ensure collaboration and continuity of care among all service providers. In addition, we respect and honor all cultures and diversity of the people we serve, and support the viability and integrity of the communities in which they live.

UBHC School Based Programs

UBHC has been providing school based services for over twenty-five years, supported by grants and school funding, in suburban and urban settings for children and families who wouldn't otherwise have access to needed services. Services include programming to support students and their families as well as classrooms and school communities through a continuum of counseling, psychiatric care, case management services, prevention programming, consultation and training. The success of our model is embedded in our collaborative approach to design, implementation and evaluation with the schools that we serve. In addition, we believe that delivering services to children and their families in the community where they live and in a familiar school ensures the delivery of needed care and strong partnerships with families. We work with

each district to tailor programming to local needs including related goals and target outcomes to optimize care and avoid the duplication of services.

Included herein is a proposal to support a school based program designed, implemented and evaluated by UBHC in the West Orange Public School District for a period of 10 months.

Proposed Service Provision

All services will be designed to enhance, rather than supplant, existing services and to provide an extra layer of support to the district with the overarching goal of keeping students in the least restrictive setting.

Supportive Services: One bilingual Spanish speaking part time (30 hours/week) Habilitation Counselor with previous school based experience and expertise in working with children and families will be hired. The counselor will begin on September 1, 2020. The counselor will provide services to both general and special education students within all West Orange Public Schools. The Counselor will provide services to as many students as possible, contingent upon the ability of staff to meet the therapeutic needs of the children and families and as reviewed and agreed upon with district partners. Services for children including the length, duration and frequency of services will be tailored to the needs of each student and his/her family. 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
- Consultation with school staff

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.

Additional Resources: The Counselor will have access to a continuum of resources at UBHC to inform and enhance their everyday work including, but not limited to, consultation with internal service providers, the Traumatic Loss Coalition and the Behavior Research and Training Institute. These resources will be used to support service provision as needed and as jointly agreed upon by UBHC and the West Orange Public School District.

Program Evaluation

The services will be evaluated through a combination of formal and informal feedback gathered from program based and UBHC quality improvement measures:

Staff specific:

1. Annual performance appraisals
2. Weekly supervision

Client specific:

3. Pre and post student, teacher, and parent self-report data from a standardized assessment scale on social, emotional, and behavioral functioning
4. Student/Parent Feedback Surveys
5. School identified outcomes such as school attendance and grades
6. Additional target performance goals identified by school district

Partnership specific:

7. Mid and/or end year meetings will be held with program and school staff in each building for the purpose of reviewing the relevance and effectiveness of services as well as evaluating the quality of our partnership in delivering identified services

Supervision, Training & Clinical Documentation: Within the context of the work week, the staff will conduct required clinical documentation and participate in supervision with the Program Manager of School and Community Based Programs, Suzi Millar, PsyD, Licensed Clinical Psychologist. Program oversight will be provided by the Program Director of School and Community Based Programs, Sonia Rodrigues-Martó, MA, LPC, ACS, a Licensed Professional Counselor, Approved Clinical Supervisor, and NJ Certified School Counselor and Student Assistance Counselor. In addition, new employees are required to participate in approximately 40 hours of initial training.

Work Hours: Part time staff work 30 hours/week and 12 months/year. Staff is entitled to holiday, vacation and sick time. Generally, Counselors hours will overlap with the school day. In addition, the Counselor will be available before and after school hours and required to work a minimum of one evening a week on an as needed basis to accommodate the schedule of families we serve.

Employment Practices: Rutgers UBHC endorses without qualification the national policy of affirmative action and equal employment/educational opportunity and nondiscrimination in the provision of health and related services to the public. All decisions with regard to recruitment, hiring, promotions, and all other terms and conditions of employment; admissions and the administration of student services; delivering of health care services will be made without discrimination on grounds of

RUTGERS HEALTH

University Behavioral
Health Care

School Community Programs

Rutgers, The State University of New Jersey
671 Hoes Lane West
Piscataway, NJ 08855-1392
p. 732-235-5742
f. 732-235-0145

race, color, creed or religion, sex, national origin, age, physical or mental handicap or disability, military status or other factors prohibited by law.

Requested In-Kind Support:

1. Access to school technology: Phone with district extension, school email, and scheduling software (ex. Powerschool, Genesis, etc.)
2. A minimum of one dedicated office space with a lock located in the building served that is not shared space on days' counselor is present in each building. Office should be large enough for four adults to comfortably sit to allow for family therapy sessions.
3. Furniture including a desk, chairs, and a locking file cabinet.

10 Month Flat Fixed Rate for all services Identified Above:

\$50,000 (For One Part time Habilitation Counselor with Fringe Benefits at 7.65% from September 1, 2020-June 30, 2021)

West Orange Public Schools

Restart and Recovery Plan to Reopen Schools



The Road Back: Phased Pathways

A close-up photograph of a person's torso wearing a blue t-shirt. The t-shirt has a white graphic that reads "I AM WEST ORANGE" in a bold, blocky font. The text is arranged with "I AM" on the top line and "WEST ORANGE" on the bottom line, both enclosed within a white rectangular border.

I AM
WEST ORANGE

DRAFT

West Orange Public Schools Board of Education

Kenneth Alper
PRESIDENT

Terry Trigg-Scales
VICE PRESIDENT

Cheryl Merklinger
Board Member

Gary Rothstein
Board Member

Jennifer Tunnicliffe
Board Member

Central Office Administration

Dr. J. Scott Cascone
SUPERINTENDENT OF SCHOOLS

Eveny de Mendez
ASSISTANT SUPERINTENDENT OF CURRICULUM & INSTRUCTION

John Calavano
BUSINESS ADMINISTRATOR AND BOARD SECRETARY

Robert Csigi
DIRECTOR OF BUILDINGS AND GROUNDS

Kristin Gogerty-Fitzgerald
DIRECTOR OF SPECIAL SERVICES

Filipe Santiago
DIRECTOR OF TECHNOLOGY

Dr. Joseph Vespignani
DIRECTOR OF HUMAN RESOURCES

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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, WOE A President	Deborah Reese, WOE A 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 1)
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 Co2, 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 2nd, 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 10th, 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"> • Personal Protective Equipment (PPE) • Sanitizers • Sprayers • Plexiglas Partitions
\$20,400	<ul style="list-style-type: none"> • Thermal Scanners
\$104,000 per month	<ul style="list-style-type: none"> • 50 x 50 Tent Rentals
\$12,700	<ul style="list-style-type: none"> • Signage
\$818,000	<ul style="list-style-type: none"> • SmartSource (Outsourced IT) \$26,000 • 2,800 Chromebooks (Grades 4-8) \$687,000 • Faculty Laptops (ESSER Grant) \$80,000 • Ear buds, Webcams \$25,000
\$9,830	<ul style="list-style-type: none"> • Professional Development
~\$100,000	<ul style="list-style-type: none"> • Instructional Materials / Kits for Hybrid Learning

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

Day 3

School Day / Schedule

- Daily Instructional Schedule

Instructional Expectations

- Teacher
- Student

Effective Virtual Instructional Practices

- Google Meet features
 - Attendance (exporting report- no roll call)
 - Hand raising/ reaction feature
 - Breakouts
 - Tiled View set up
 - Screen share types
 - Splitting screen
- Collaborative Teaming and Instructional Supports during Google Meets

Day 4

Curriculum, Instruction, Assessment

- Unpacking the Compacted Curriculum
- Using Google Classroom to support remote learning
- Grading policies and expectations
- Grade Level Team Meetings

Day 5

Teacher Planning

- Development of student training and expectations modules

Social Emotional Learning

- What is SEL?
- Unpacking the SEL bank of lessons and activities
- How to integrate SEL into our daily lessons
- [CASEL Playbook](#)

Day 6

West Orange Tech Stack

- Clever
- Flipgrid
- Seesaw

- 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 minted 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
<p>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</p>	<ul style="list-style-type: none"> 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.
<p>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</p>	<ul style="list-style-type: none"> Individual should be referred for an evaluation by their healthcare provider and possible COVID-19 testing. 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.
<p>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</p>	<ul style="list-style-type: none"> Individual should stay home, isolate themselves from others, monitor their health, and follow directions from their state and local health department. Individual (and their families) should be informed that the local health department may contact them for contact tracing. Families should notify the contact tracer that the staff member or student was in school. Individual is permitted to return-to-school in line with the current CDC recommendations in "<u>When I Can Be Around Others.</u>"

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 CaCO₃) 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 7th. 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 tis 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 Synchronous 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 style="border: 1px solid black; padding: 2px; display: inline-block;"> Advisory SEL Character Ed Office Hours </div>	Asynchronous Learning Synchronous ESL 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 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 style="border: 1px solid black; padding: 2px; display: inline-block;"> Advisory SEL Character Ed Personal Finance </div>	Grade 7 Blocks 4,6,7 Grade 8 Blocks 5-7	Asynchronous Learning Synchronous 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 Synchronous 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"> • 2 consecutive days per week • M, Tu / W, Th • 4 hour days • ELA, SocStud, Math, Science, SEL, Health, PE 	<ul style="list-style-type: none"> • 2 consecutive days per week • ELA, Social Studies • Math, Science • 4 days per week • Related Arts 	<ul style="list-style-type: none"> • Fridays • Core content • 2 days per week • Related Arts
Middle School (6-8)	<ul style="list-style-type: none"> • 2 consecutive days • M, Tu / W, Th alternating weeks • 4 hour days • Block schedule • SEL advisory 	<ul style="list-style-type: none"> • 4 days over 2 weeks • Core content areas • Most related arts / electives 	<ul style="list-style-type: none"> • Fridays • Core Content • Related Arts / Electives
High School (9-12)	<ul style="list-style-type: none"> • 2 consecutive days • M, Tu / W, Th alternating weeks • 4 hour days • Block schedule 		

Phase 2 Hybrid Instructional Model
PRESCHOOL

Hybrid Instruction	Schedule	Content	Friday
Full Day Program	8:45am - 12:30pm		Asynchronous Learning
	<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		Teacher Planning / PD

Phase 2 Hybrid Instructional Model
ELEMENTARY (K-5)

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> Planning / PD Teachers

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 Synchronous 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"> 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.
Livestream	<ul style="list-style-type: none"> 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. Following direct instruction, the Special Education teacher will facilitate follow-up reinforcement activities with the students in Social Studies and Science.
Virtual	<ul style="list-style-type: none"> Instructional activities will be provided via virtual means to students when they are not attending in-person.

**Phase
2**

Hybrid Instructional Model

MIDDLE SCHOOL (6-8)

**Middle School (6-8)
Week 1**

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

PROGRAM SCHEDULE	
7:30am - 12pm	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.

WOHS Virtual Learning Schedule September-November 2020									
SEPTEMBER 2020					OCTOBER 2020				
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
								Periods 1 2 3 4	Periods 5 6 7 8
					Periods 1 2 3 4	Periods 5 6 7 8	Periods 1 2 3 4	Periods 5 6 7 8	
Periods 1 2 3 4	Periods 5 6 7 8	Periods 1 2 3 4	Periods 5 6 7 8		Periods 1 2 3 4	Periods 5 6 7 8	Periods 1 2 3 4	Periods 5 6 7 8	
Periods 1 2 3 4	Periods 5 6 7 8	Periods 1 2 3 4	Periods 5 6 7 8		Periods 1 2 3 4	Periods 5 6 7 8	Periods 1 2 3 4	Periods 5 6 7 8	
No Session	Periods 1 2 3 4	Periods 5 6 7 8			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					
Periods 1 2 3 4	No Session	Periods 5 6 7 8	No Session	No Session					
In-person Instruction Begins Cohort A	Cohort A	Cohort B	Cohort B						
Cohort C	Cohort C	Cohort D	Cohort D						
?	?	?	No Session	No Session					
?									
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.
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.

1. Recommend approval for the following out of district placements for the 2020-2021 School year:

Student #	Placement	Tuition	Budgeted/Unbudgeted
1810076	Benway School	Tuition: \$72,578.80 184 days @ \$394.45/day 1:1 Aide: \$34,040.40 184 days @ \$185.00/day	Budgeted
2706140	Bergen County Special Services	Tuition: \$78,660.00 Out of County Fee: \$6,750.00	Budgeted
1913053	Bergen County Special Services	Tuition: \$64,980.00 Out of County Fee: \$6,750.00	Budgeted
2706092	Burlington County Special Services	Extended School Year Tuition: \$3,978.00 1:1 Aide: \$5,304.00	Budgeted
1507108	Chancellor Academy	Tuition: \$71,187.00 183 days @ \$389.00/day	Budgeted
2804024	Community High school	Tuition: \$54,088.20 180 days @ \$300.49/day	Budgeted
1210048	Cranford Board of Education	Tuition: \$60,111.00 180 days @ \$333.95/day	Budgeted
2506122	Crossroad Academy	1:1 Aide: \$45,917.55 215 days @ \$213.57/day	Budgeted
1502037	Holmstead School	Tuition: \$59,058.00 180 days @ \$328.10/day	Budgeted
1906064	Matheny Medical and Educational Center	Tuition: \$110,000.00 220 days @ \$500.00/day 1:1 Aide: \$41,800.00 220 days @ \$190.00/day	Budgeted
246142	Matheny Medical and Educational Center	Tuition: \$110,000.00 220 days @ \$500.00/day	Budgeted
1809087	Mt. Carmel Guild	Tuition: \$54,900.00 180 days @ \$305.00/day	Budgeted

1809088	Mt. Carmel Guild	Tuition: \$54,900.00 180 days @ \$305.00/day	Budgeted
1806071	Mt. Carmel Guild	Tuition: \$54,900.00 180 days @ \$305.00/day	Budgeted
1609098	Mt. Carmel Guild	Tuition: \$54,900.00 180 days @ \$305.00/day	Budgeted
1610070	Mt. Carmel Guild	Tuition: \$54,900.00 180 days @ \$305.00/day 1:1 Aide: \$44,280.00 180 days @ \$246.00/day	Budgeted
1913036	P.G.Chambers School	Tuition: \$81,912.60 210 days @ \$390.06/day	Budgeted
1504084	Phoenix Center	Tuition: \$68,272.20 180 days @ \$379.29/day 1:1 Aide: \$30,780.00 180 days @ \$171.00/day	Unbudgeted

Transfers for the month of June 2020 within the 2019-2020 budget in compliance with N.J.A.C. 6A:23-2.11(A)2.

#	Account Number	Account Name	Amount	Account Number	Account Name	Amount
1	11-000-211-600	Attendance-Supplies	\$100	11-000-211-340	Attendance-Prof./Tech. Svcs.	\$100
2	11-000-218-390	Purch. Prof./Tech. Svcs.	\$2,442	11-000-211-100	Salary-Attendance/Covid	\$24,981
	11-000-230-331	Legal Services	\$35,998	11-000-270-512	Trans.-Athletic/Field Trips	\$45,262
	11-000-291-270	Health Benefits	\$252,422	11-401-100-440	Co-Curricular Rental	\$1,700
	11-000-270-511	Trans. Svcs.-Home/School	\$277,800	11-000-291-260	Workers' Comp.	\$250,000
	11-000-230-100	Salary-Supt. Office/Covid	\$73,035	11-000-270-518	Trans. Svc. ESC. Sp. Ed.	\$265,000
	11-000-217-320	Extraord./Purch. Prof. Svc.	\$77,500	11-000-230-530	Communication/Phone	\$10,000
	11-000-240-105	Salary-Secy	\$39,690	11-000-230-110	Salary-Supt. Office/Covid	\$19,233
				11-000-240-103	Salary-Principal	\$26,532
				11-000-240-600	Office Supplies	\$10,000
				11-216-100-101	Salary-Full Day Preschool Teacher	\$21,000
				11-216-100-106	Salary-Full Day Preschool Aide	\$16,500
				11-000-270-350	Trans. Admin. Fee ESC	\$7,800
				11-000-223-104	Salary-Teacher Prof. Dev./Covid	\$17,879
				11-000-270-107	Salary-Trans. Bus Monitors	\$15,000
				11-100-270-160	Salary-Trans./Covid	\$28,000
3	11-000-240-440	Graduation Rentals	\$4,000	11-000-240-590	Misc. Purch. Graduation	\$4,000
4	11-000-251-340	Personnel/Bd. Secy-Purch. Tech.	\$3,000	11-000-251-330	Bd. Secy/Purch. Prof.	\$3,000
5	11-000-219-104	Salary-CST	\$25,274	11-000-252-100	Salary-Tech./Covid	\$25,274
6	11-000-218-600	Guidance Supplies	\$2,165	11-000-218-104	Salary-Guidance	\$2,165
7	11-000-100-566	Tuition-Private Handi. In State	\$53,387	11-000-261-420	Clean/Repair/Maint.	\$75,600
	11-000-262-110	Salary-Custodian	\$40,000	11-000-291-280	Tuition Reimbursement	\$17,787
8	11-000-262-420	Refuse Collection	\$9,500	11-000-262-300	Purch. Prof./Tech. Svc.	\$9,500

Transfers for the month of June 2020 within the 2019-2020 budget in compliance with N.J.A.C. 6A:23-2.11(A)2.

#	Account Number	Account Name	Amount	Account Number	Account Name	Amount
9	11-000-263-610	Grounds Supplies	\$10,000	11-000-262-610	Custodian Supplies	\$10,000
10	11-190-100-440	Lease-Copiers	\$100	11-190-100-580	Instr.-Travel	\$100
11	11-190-100-420	Maint/Cont-Tech	\$21,000	11-190-100-610	Pupil Supplies	\$11,629
				11-000-252-340	Tech.-Purch. Tech. Svc.	\$9,371
12	11-213-100-101	Salary-Resoure Room Teacher	\$37,000	11-204-100-101	Salary-LLD Teacher	\$37,000
13	11-214-100-106	Salary-Autism Aides	\$7,200	11-214-100-101	Salary-Autism Teacher	\$7,200
14	11-215-100-101	Salary-1/2 Day Preschool Teacher	\$1,000	11-215-100-106	Salary-1/2 Day Preschool Aide	\$1,000
15	11-230-100-610	Basic Skills Supplies	\$100	11-230-100-101	Salary Basic Skills Teacher	\$100

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
West Orange Board of Education
General Fund - Fund 10
Interim Balance Sheet
For 12 Month Period Ending 06/30/2020

ASSETS AND RESOURCES

--- A S S E T S ---

101	Cash in bank		\$6,558,292.51
116	Capital reserve Account		\$572.96
121	Tax levy receivable		\$0.04
	Accounts receivable:		
132	Interfund	\$32,585.49	
141	Intergovernmental - State	\$4,343,178.03	
153,154	Other (net of est uncollectible of \$_____)	\$136,175.31	\$4,511,938.83
	Other Current Assets		\$21,578.00

--- R E S O U R C E S ---

301	Estimated Revenues	153,967,239.00	
302	Less Revenues	(155,107,750.32)	
			(\$1,140,511.32)
	Total assets and resources		\$9,951,871.02

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 West Orange Board of Education
 General Fund - Fund 10
 Interim Balance Sheet
 For 12 Month Period Ending 06/30/2020

LIABILITIES AND FUND EQUITY

--- LIABILITIES ---

421	Accounts Payable	\$1,461,272.95
	Other current liabilities including Net Assets	\$332,869.25
TOTAL LIABILITIES		\$1,794,142.20

FUND BALANCE

--- Appropriated ---

753	Reserve for Encumbrances - Current Year	\$1,473,147.52
754	Reserve for Encumbrance - Prior Year	\$57,044.65
Reserved fund balance:		
604	Add: Increase in capital reserve	\$10.00
		\$10.00
760	Reserved Fund Balance	\$568.92
601	Appropriations	156,686,648.84
602	Less : Expenditures	151,180,062.50
603	Encumbrances	\$1,530,192.17 (152,710,254.67)
		\$3,976,394.17
	Total Appropriated	\$5,507,165.26
--- Unappropriated ---		
770	Unreserved Fund Balance -	\$5,116,463.56
303	Budgeted Fund Balance	(\$2,465,900.00)

TOTAL FUND BALANCE	\$8,157,728.82
TOTAL LIABILITIES AND FUND EQUITY	\$9,951,871.02

West Orange Board of Education
 General Fund - Fund 10
 Interim Balance Sheet
 For 12 Month Period Ending 06/30/2020

RECAPITULATION OF FUND BALANCE:	Budgeted	Actual	Variance
Appropriations	156,686,648.84	152,710,254.67	\$3,976,394.17
Revenues	(153,967,239.00)	(155,107,750.32)	\$1,140,511.32
	<u>\$2,719,409.84</u>	<u>(\$2,397,495.65)</u>	<u>\$5,116,905.49</u>
Change in Capital Reserve accounts:			
604 Plus - Increase in reserve	\$10.00		
Change in Tuition Reserve accounts:			
Subtotal Reserve Adjustments	<u>\$10.00</u>	<u>\$10.00</u>	
Less: Adjust for prior year encumb.	(\$253,519.84)	(\$253,519.84)	
Budgeted Fund Balance	<u>\$2,465,900.00</u>	<u>(\$2,651,005.49)</u>	<u>\$5,116,905.49</u>
Recapitulation of Budgeted Fund Balance by Subfund			
Fund 10 (includes 10, 11, 12, and 13)	\$2,465,900.00	(\$2,651,005.49)	\$5,116,905.49
Fund 18 (Restricted ED JOBS)	\$0.00	\$0.00	\$0.00
Fund 19 (Restricted FEMA Block Grants)	\$0.00	\$0.00	\$0.00
TOTAL Budgeted Fund Balance	<u>\$2,465,900.00</u>	<u>(\$2,651,005.49)</u>	<u>\$5,116,905.49</u>

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
West Orange Board of Education
GENERAL FUND - FUND 10
INTERIM STATEMENTS COMPARING
BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 12 Month Period Ending 06/30/2020

		BUDGETED	ACTUAL TO	NOTE: OVER	UNREALIZED
		ESTIMATED	DATE	OR (UNDER)	BALANCE
*** REVENUES/SOURCES OF FUNDS ***					
1XXX	From Local Sources	138,350,833.00	138,209,057.81		\$141,775.19
3XXX	From State Sources	\$15,399,992.00	\$16,634,045.00		(\$1,234,053.00)
4XXX	From Federal Sources	\$216,414.00	\$258,347.51		(\$41,933.51)
53XX	From Sale or Compensation for loss of F/A		\$6,300.00		(\$6,300.00)
TOTAL REVENUE/SOURCES OF FUNDS		153,967,239.00	155,107,750.32		(\$1,140,511.32)
*** EXPENDITURES ***					
		APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
--- CURRENT EXPENSE ---					
11-1XX-100-XXX	Regular Programs - Instruction	\$49,136,111.22	\$48,165,213.95	\$41,020.73	\$929,876.54
11-2XX-100-XXX	Special Education - Instruction	\$14,773,285.79	\$14,447,545.40	\$4,147.08	\$321,593.31
11-230-100-XXX	Basic Skills - Remedial Instruction	\$2,466,752.00	\$2,465,372.00	\$0.00	\$1,380.00
11-240-100-XXX	Bilingual Education - Instruction	\$1,476,164.00	\$1,395,723.65	\$0.00	\$80,440.35
11-401-100-XXX	School-Spon. Cocurr. Acti-Instr	\$711,560.00	\$539,129.82	\$1,324.94	\$171,105.24
11-402-100-XXX	School-Spons. Athletics - Instruction	\$1,568,732.40	\$1,414,263.93	\$38,138.63	\$116,329.84
11-4XX-100-XXX	Other Instrc. Programs - Instruction	\$33,900.00	\$28,390.64	\$0.00	\$5,509.36
11-4XX-200-XXX	Other Supplemental/At Risk Pto grams	\$4,600.00	\$4,598.16	.00	\$1.84
--- UNDISTRIBUTED EXPENDITURES ---					
11-000-100-XXX	Instruction	\$9,465,040.00	\$9,311,749.44	\$60,969.20	\$92,321.36
11-000-211-XXX	Attendance and Social Work Services	\$260,462.00	\$260,271.40	\$0.00	\$190.60
11-000-213-XXX	Health Services	\$1,494,217.00	\$1,406,630.99	\$85.00	\$87,501.01
11-000-216-XXX	Speech, OT,PT & Related Svcs	\$2,120,717.00	\$2,090,343.49	\$373.37	\$30,000.14
11-000-217-XXX	Other Support Serv - Students Extra Srvc	\$334,585.00	\$277,415.95	\$0.02	\$57,169.03
11-000-218-XXX	Guidance	\$3,479,210.00	\$3,425,770.35	\$1,502.10	\$51,937.55
11-000-219-XXX	Child Study Teams	\$3,994,230.00	\$3,888,744.89	\$10,511.35	\$94,973.76
11-000-221-XXX	Improv of Inst. - Instruc Staff	\$2,364,770.00	\$2,223,609.89	\$61,700.57	\$79,459.54
11-000-222-XXX	Educational Media Serv/School Library	\$1,236,495.60	\$1,219,572.12	\$407.62	\$16,515.86
11-000-223-XXX	Instructional Staff Training Services	\$320,638.00	\$133,588.79	\$0.00	\$187,049.21
11-000-230-XXX	Supp. Serv.-General Administration	\$1,962,943.00	\$1,823,771.57	\$29,691.45	\$109,479.98
11-000-240-XXX	Supp. Serv.-School Administration	\$5,945,023.86	\$5,755,027.28	\$160,707.94	\$29,288.64
11-000-25X-XXX	Central Serv & Admin. Inform. Tech.	\$3,324,070.00	\$3,213,234.68	\$21,252.49	\$89,582.83
11-000-261-XXX	Require Maint. for School Facilities	\$2,143,068.00	\$1,918,247.30	\$169,614.74	\$55,205.96
11-000-262-XXX	Custodial Services	\$9,127,106.13	\$8,494,614.37	\$382,664.26	\$249,827.50
11-000-263-XXX	Care and Upkeep of Grounds	\$873,204.00	\$768,653.98	\$24,499.09	\$80,050.93
11-000-266-XXX	Security	\$1,178,287.00	\$942,796.25	\$91,155.75	\$144,335.00
11-000-270-XXX	Student Transportation Services	\$10,656,743.84	\$9,618,428.57	\$360,396.70	\$677,918.57
11-XXX-XXX-2XX	Allocated and Unallocated Benefits	\$25,107,482.00	\$24,916,227.35	\$13,991.49	\$177,263.16
TOTAL GENERAL CURRENT EXPENSE					
EXPENDITURES/USES OF FUNDS		155,559,397.84	150,148,936.21	\$1,474,154.52	\$3,936,307.11

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 West Orange Board of Education
 GENERAL FUND - FUND 10
 INTERIM STATEMENTS COMPARING
 BUDGET REVENUE WITH ACTUAL TO DATE AND
 APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
 For 12 Month Period Ending 06/30/2020

*** EXPENDITURES - cont'd ***	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
	<hr/>	<hr/>	<hr/>	<hr/>
*** CAPITAL OUTLAY ***				
12-XXX-XXX-73X Equipment	\$128,435.00	\$121,081.27	\$0.00	\$7,353.73
12-000-4XX-XXX Facilities acquisition & constr. serv.	\$840,371.00	\$778,995.02	\$56,037.65	\$5,338.33
	<hr/>	<hr/>	<hr/>	<hr/>
 TOTAL CAP OUTLAY EXPEND./USES OF FUNDS	 \$968,806.00	 \$900,076.29	 \$56,037.65	 \$12,692.06
	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
 10-000-100-56X Transfer of Funds to Charter Schools	 \$158,445.00	 \$131,050.00	 .00	 \$27,395.00
 TOTAL GENERAL FUND EXPENDITURES	 156,686,648.84	 151,180,062.50	 \$1,530,192.17	 \$3,976,394.17
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REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
West Orange Board of Education
GENERAL FUND - FUND 10
SCHEDULE OF REVENUES
ACTUAL COMPARED WITH ESTIMATED
For 12 Month Period Ending 06/30/2020

	ESTIMATED	ACTUAL	UNREALIZED	
	<u> </u>	<u> </u>	<u> </u>	
--- LOCAL SOURCES ---				
1210	Local Tax Levy	137,645,823.00	137,645,823.00	.00
1310	Tuition from Individuals	\$27,000.00	\$25,010.00	\$1,990.00
1320	Tuition from LEAs Within State	\$278,000.00	\$207,214.05	\$70,785.95
1321	Tuition from Other Govt Sources Within State	\$20,000.00	.00	\$20,000.00
1350	Tuition From Summer School		\$340.00	(\$340.00)
1910	Rents and Royalties	\$155,000.00	\$59,985.14	\$95,014.86
1XXX	Miscellaneous	\$225,010.00	\$270,685.62	(\$45,675.62)
	TOTAL	<u>138,350,833.00</u>	<u>138,209,057.81</u>	<u>\$141,775.19</u>
--- STATE SOURCES ---				
3121	Categorical Transportation Aid	\$3,033,009.00	\$3,033,009.00	.00
3131	Extraordinary Aid	\$1,400,000.00	\$2,672,273.00	(\$1,272,273.00)
3132	Categorical Special Education Aid	\$4,159,988.00	\$4,159,988.00	.00
3176	Equalization	\$4,840,642.00	\$4,840,642.00	.00
3177	Categorical Security	\$1,866,353.00	\$1,866,353.00	.00
3190	Other Unrestricted State Aid	\$100,000.00	\$61,780.00	\$38,220.00
	TOTAL	<u>\$15,399,992.00</u>	<u>\$16,634,045.00</u>	<u>(\$1,234,053.00)</u>
--- FEDERAL SOURCES ---				
4200	Federal Grants including Medicaid Reimbursement	\$216,414.00	\$258,347.51	(\$41,933.51)
	TOTAL	<u>\$216,414.00</u>	<u>\$258,347.51</u>	<u>(\$41,933.51)</u>
--- OTHER FINANCING SOURCES ---				
53XX	Sale or Compensation for loss of F/A		\$6,300.00	(\$6,300.00)
	TOTAL	<u>\$0.00</u>	<u>\$6,300.00</u>	<u>(\$6,300.00)</u>
	TOTAL REVENUES/SOURCES OF FUNDS	<u>153,967,239.00</u>	<u>155,107,750.32</u>	<u>(\$1,140,511.32)</u>

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
West Orange Board of Education
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 12 Month Period Ending 06/30/2020

	Appropriations	Expenditures	Encumbrances	Available Balance
*** GENERAL CURRENT EXPENSE ***				
--- Regular Programs - Instruction ---				
11-110-100-101 Kindergarten - Salaries of Teachers	\$2,240,895.00	\$2,217,926.47	.00	\$22,968.53
11-120-100-101 Grades 1-5 - Salaries of Teachers	\$16,724,031.00	\$16,497,681.89	.00	\$226,349.11
11-130-100-101 Grades 6-8 - Salaries of Teachers	\$10,546,814.00	\$10,415,014.86	.00	\$131,799.14
11-140-100-101 Grades 9-12 - Salaries of Teachers	\$15,122,881.00	\$15,070,272.99	.00	\$52,608.01
--- Regular Programs - Home Instruction ---				
11-150-100-101 Salaries of Teachers	\$95,582.00	\$32,138.62	\$0.00	\$63,443.38
11-150-100-320 Purchased Prof.-Ed. Services	\$69,800.00	\$46,383.36	.00	\$23,416.64
--- Regular Programs - Undistr. Instruction ---				
11-190-100-106 Other Salaries for Instruction	\$1,034,767.00	\$1,019,682.79	.00	\$15,084.21
11-190-100-320 Purchased Prof.-Ed. Services	\$38,258.00	\$11,755.00	\$2,758.00	\$23,745.00
11-190-100-340 Purchased Technical Services	\$14,455.00	\$3,455.00	.00	\$11,000.00
11-190-100-500 Other Purch. Serv. (400-500 series)	\$897,280.48	\$820,800.43	.00	\$76,480.05
11-190-100-610 General Supplies	\$1,900,364.74	\$1,624,970.61	\$38,262.73	\$237,131.40
11-190-100-640 Textbooks	\$413,639.00	\$395,561.93	.00	\$18,077.07
11-190-100-800 Other Objects	\$37,344.00	\$9,570.00	.00	\$27,774.00
TOTAL	\$49,136,111.22	\$48,165,213.95	\$41,020.73	\$929,876.54
--- SPECIAL EDUCATION - INSTRUCTION ---				
Cognitive - Mild:				
11-201-100-101 Salaries of Teachers	\$772,813.00	\$769,857.28	\$0.00	\$2,955.72
11-201-100-106 Other Salaries for Instruction	\$577,563.00	\$572,990.43	.00	\$4,572.57
11-201-100-610 General Supplies	\$3,680.00	\$2,700.41	.00	\$979.59
11-201-100-800 Other Objects	\$4,940.00	\$3,325.68	.00	\$1,614.32
TOTAL	\$1,358,996.00	\$1,348,873.80	\$0.00	\$10,122.20
Learning and/or Language Disabilities Mild or Moderate:				
11-204-100-101 Salaries of Teachers	\$2,472,609.00	\$2,439,127.62	\$0.00	\$33,481.38
11-204-100-106 Other Salaries for Instruction	\$965,457.00	\$948,077.60	.00	\$17,379.40
11-204-100-610 General Supplies	\$10,652.00	\$6,853.89	.00	\$3,798.11
TOTAL	\$3,448,718.00	\$3,394,059.11	\$0.00	\$54,658.89
Behavioral Disabilities:				
11-209-100-101 Salaries of Teachers	\$124,447.00	\$124,334.74	\$0.00	\$112.26
11-209-100-106 Other Salaries for Instruction	\$98,372.00	\$80,285.44	.00	\$18,086.56
11-209-100-610 General supplies	\$9,627.00	\$7,770.76	.00	\$1,856.24
TOTAL	\$232,446.00	\$212,390.94	\$0.00	\$20,055.06
Multiple Disabilities:				
11-212-100-101 Salaries of Teachers	\$125,856.00	\$124,460.40	\$0.00	\$1,395.60
11-212-100-106 Other Salaries for Instruction	\$358,335.00	\$352,746.79	.00	\$5,588.21
11-212-100-610 General supplies	\$6,200.00	\$341.56	\$3,136.06	\$2,722.38
TOTAL	\$490,391.00	\$477,548.75	\$3,136.06	\$9,706.19
Resource Room/Resource Center:				
11-213-100-101 Salaries of Teachers	\$4,864,386.00	\$4,831,715.39	\$0.00	\$32,670.61

West Orange Board of Education
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 12 Month Period Ending 06/30/2020

	Appropriations	Expenditures	Encumbrances	Available Balance
11-213-100-106 Other Salaries for Instruction	\$809,743.00	\$809,122.30	.00	\$620.70
11-213-100-610 General supplies	\$19,674.00	\$12,563.92	.00	\$7,110.08
TOTAL	\$5,693,803.00	\$5,653,401.61	\$0.00	\$40,401.39
Autism:				
11-214-100-101 Salaries of Teachers	\$693,060.00	\$681,945.90	\$0.00	\$11,114.10
11-214-100-106 Other Salaries for Instruction	\$1,074,166.00	\$1,020,551.95	.00	\$53,614.05
11-214-100-610 General Supplies	\$19,262.00	\$13,601.45	\$1,011.02	\$4,649.53
TOTAL	\$1,786,488.00	\$1,716,099.30	\$1,011.02	\$69,377.68
Preschool Disabilities - Part-Time:				
11-215-100-101 Salaries of Teachers	\$282,155.00	\$272,837.71	\$0.00	\$9,317.29
11-215-100-106 Other Salaries for Instruction	\$231,132.00	\$230,826.22	.00	\$305.78
11-215-100-600 General Supplies	\$26,000.00	\$24,052.24	.00	\$1,947.76
TOTAL	\$539,287.00	\$527,716.17	\$0.00	\$11,570.83
Preschool Disabilities - Full-Time:				
11-216-100-101 Salaries of Teachers	\$348,566.00	\$345,204.44	\$0.00	\$3,361.56
11-216-100-106 Other Salaries for Instruction	\$543,394.00	\$534,556.03	.00	\$8,837.97
11-216-100-600 General Supplies	\$9,936.00	\$8,936.10	.00	\$999.90
11-216-100-800 Other Objects		(\$191.45)	.00	\$191.45
TOTAL	\$901,896.00	\$888,505.12	\$0.00	\$13,390.88
Home Instruction:				
11-219-100-101 Salaries of Teachers	\$188,812.00	\$176,000.43	\$0.00	\$12,811.57
11-219-100-320 Purchased Prof.-Ed. Services	\$132,398.79	\$52,950.17	.00	\$79,448.62
11-219-100-610 General Supplies	\$50.00	.00	.00	\$50.00
TOTAL	\$321,260.79	\$228,950.60	\$0.00	\$92,310.19
TOTAL SPECIAL ED - INSTRUCTION				
	\$14,773,285.79	\$14,447,545.40	\$4,147.08	\$321,593.31
--- Basic Skills/Remedial-Instruction ---				
11-230-100-101 Salaries of Teachers	\$2,460,116.00	\$2,460,082.10	\$0.00	\$33.90
11-230-100-610 General Supplies	\$6,636.00	\$5,289.90	.00	\$1,346.10
TOTAL	\$2,466,752.00	\$2,465,372.00	\$0.00	\$1,380.00
--- Bilingual Education-Instruction ---				
11-240-100-101 Salaries of Teachers	\$1,366,802.00	\$1,344,642.20	\$0.00	\$22,159.80
11-240-100-610 General Supplies	\$66,112.00	\$27,882.55	.00	\$38,229.45
11-240-100-640 Textbooks	\$43,250.00	\$23,198.90	.00	\$20,051.10
TOTAL	\$1,476,164.00	\$1,395,723.65	\$0.00	\$80,440.35
--- School spons.cocurricular activities-Instruction ---				
11-401-100-100 Salaries	\$531,163.00	\$474,847.44	.00	\$56,315.56
11-401-100-500 Purchased Services (300-500 series)	\$57,350.00	(\$4,195.53)	\$1,324.94	\$60,220.59
11-401-100-600 Supplies and Materials	\$75,267.00	\$57,648.91	.00	\$17,618.09
11-401-100-800 Other Objects	\$47,780.00	\$10,829.00	.00	\$36,951.00
TOTAL	\$711,560.00	\$539,129.82	\$1,324.94	\$171,105.24

West Orange Board of Education
 GENERAL FUND - FUND 10
 STATEMENT OF APPROPRIATIONS
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES
 For 12 Month Period Ending 06/30/2020

	Appropriations	Expenditures	Encumbrances	Available Balance
--- School sponsored athletics-Instruct. ---				
11-402-100-100 Salaries	\$1,120,579.00	\$1,080,421.50	.00	\$40,157.50
11-402-100-500 Purchased Services (300-500 series)	\$251,834.58	\$168,323.96	\$25,764.86	\$57,745.76
11-402-100-600 Supplies and Materials	\$153,993.82	\$135,695.26	\$12,373.77	\$5,924.79
11-402-100-800 Other Objects	\$42,325.00	\$29,823.21	.00	\$12,501.79
TOTAL	\$1,568,732.40	\$1,414,263.93	\$38,138.63	\$116,329.84
--- Summer school - Instruction ---				
11-422-100-101 Salaries of Teachers	\$33,900.00	\$28,390.64	\$0.00	\$5,509.36
TOTAL	\$33,900.00	\$28,390.64	\$0.00	\$5,509.36
--- Summer school - support services ---				
11-422-200-100 Salaries	\$4,600.00	\$4,598.16	.00	\$1.84
TOTAL	\$4,600.00	\$4,598.16	\$0.00	\$1.84
TOTAL SUMMER SCHOOL	\$38,500.00	\$32,988.80	\$0.00	\$5,511.20
--- UNDISTRIBUTED EXPENDITURES ---				
--- Instruction ---				
11-000-100-561 Tuition to Other LEAs within State Regular	\$90,992.00	\$84,993.94	.00	\$5,998.06
11-000-100-562 Tuition to Other LEAs within State Special	\$1,122,248.00	\$1,072,367.64	.00	\$49,880.36
11-000-100-563 Tuition to Co.Voc.School Dist.-reg.	\$48,738.00	\$45,514.70	.00	\$3,223.30
11-000-100-564 Tuition to Co.Voc. School Dist.-spec.	\$29,864.00	\$25,171.90	.00	\$4,692.10
11-000-100-565 Tuition to Co.Spec.Serv. & Reg. Day schls	\$219,682.00	\$209,029.18	\$3,582.20	\$7,070.62
11-000-100-566 Tuition to Priv Sch for Disbl w/i State	\$7,712,257.00	\$7,645,162.90	\$57,387.00	\$9,707.10
11-000-100-569 Tuition - Other	\$241,259.00	\$229,509.18	.00	\$11,749.82
TOTAL	\$9,465,040.00	\$9,311,749.44	\$60,969.20	\$92,321.36
--- Attendance and social work services ---				
11-000-211-100 Salaries	\$210,364.00	\$210,269.44	.00	\$94.56
11-000-211-300 Purchased Prof. & Tech. Svc.	\$49,798.00	\$49,795.71	.00	\$2.29
11-000-211-600 Supplies and Materials	\$300.00	\$206.25	.00	\$93.75
TOTAL	\$260,462.00	\$260,271.40	\$0.00	\$190.60
--- Health services ---				
11-000-213-100 Salaries	\$1,351,456.00	\$1,290,382.85	.00	\$61,073.15
11-000-213-300 Purchased Prof. & Tech. Svc.	\$100,699.00	\$80,285.66	.00	\$20,413.34
11-000-213-500 Other Purchd. Serv.(400-500 series)	\$1,675.00	\$670.00	.00	\$1,005.00
11-000-213-600 Supplies and Materials	\$37,242.00	\$33,085.48	.00	\$4,156.52
11-000-213-800 Other Objects	\$3,145.00	\$2,207.00	\$85.00	\$853.00
TOTAL	\$1,494,217.00	\$1,406,630.99	\$85.00	\$87,501.01
--- Speech, OT,PT & Related Svcs ---				
11-000-216-100 Salaries	\$1,631,562.00	\$1,623,125.27	.00	\$8,436.73
11-000-216-320 Purchased Prof. Ed. Services	\$474,800.00	\$454,405.25	\$0.02	\$20,394.73
11-000-216-580 Travel	\$2,000.00	\$1,101.42	.00	\$898.58
11-000-216-600 Supplies and Materials	\$12,355.00	\$11,711.55	\$373.35	\$270.10
TOTAL	\$2,120,717.00	\$2,090,343.49	\$373.37	\$30,000.14

West Orange Board of Education
 GENERAL FUND - FUND 10
 STATEMENT OF APPROPRIATIONS
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES
 For 12 Month Period Ending 06/30/2020

	Appropriations	Expenditures	Encumbrances	Available Balance
--- Other support services - Students - Extra Srvc				
11-000-217-100 Salaries	\$132,585.00	\$122,229.94	.00	\$10,355.06
11-000-217-320 Purchased Prof. Ed. Services	\$202,000.00	\$155,186.01	\$0.02	\$46,813.97
TOTAL	\$334,585.00	\$277,415.95	\$0.02	\$57,169.03
--- Guidance ---				
11-000-218-104 Salaries Other Prof. Staff	\$2,827,149.00	\$2,827,147.68	.00	\$1.32
11-000-218-105 Sal Secr. & Clerical Asst.	\$392,155.00	\$390,072.10	.00	\$2,082.90
11-000-218-390 Other Purch. Prof. & Tech Svc.	\$221,368.00	\$181,304.34	\$959.50	\$39,104.16
11-000-218-500 Other Purchased Services (400-500 series)	\$1,000.00	.00	.00	\$1,000.00
11-000-218-600 Supplies and Materials	\$34,998.00	\$25,816.23	\$542.60	\$8,639.17
11-000-218-800 Other Objects	\$2,540.00	\$1,430.00	.00	\$1,110.00
TOTAL	\$3,479,210.00	\$3,425,770.35	\$1,502.10	\$51,937.55
--- Child Study Teams ---				
11-000-219-104 Salaries Other Prof. Staff	\$3,439,173.00	\$3,375,893.33	.00	\$63,279.67
11-000-219-105 Sal Secr. & Clerical Asst.	\$405,971.00	\$401,607.24	.00	\$4,363.76
11-000-219-320 Purchased Prof. - Ed. Services	\$75,575.00	\$42,073.28	\$9,637.50	\$23,864.22
11-000-219-390 Other Purch. Prof. & Tech Svc.	\$26,000.00	\$25,695.95	.00	\$304.05
11-000-219-592 Misc Purch Ser(400-500 O/than Resid costs)	\$4,150.00	\$3,795.26	\$0.00	\$354.74
11-000-219-600 Supplies and Materials	\$42,861.00	\$39,529.83	\$873.85	\$2,457.32
11-000-219-800 Other Objects	\$500.00	\$150.00	.00	\$350.00
TOTAL	\$3,994,230.00	\$3,888,744.89	\$10,511.35	\$94,973.76
--- Improv. of instr. Serv. ---				
11-000-221-102 Salaries Superv. of Instr.	\$1,864,907.00	\$1,787,889.88	\$61,700.57	\$15,316.55
11-000-221-104 Salaries Other Prof. Staff	\$169,524.00	\$111,136.44	.00	\$58,387.56
11-000-221-105 Sal Secr. & Clerical Asst.	\$126,472.00	\$125,545.68	.00	\$926.32
11-000-221-176 Sal. Facilitators, Math, Literacy Coaches	\$197,485.00	\$197,484.80	.00	\$0.20
11-000-221-500 Other Purchased Services (400-500 series)	\$1,500.00	\$494.00	.00	\$1,006.00
11-000-221-600 Supplies and Materials	\$3,600.00	\$711.09	.00	\$2,888.91
11-000-221-800 Other Objects	\$1,282.00	\$348.00	.00	\$934.00
TOTAL	\$2,364,770.00	\$2,223,609.89	\$61,700.57	\$79,459.54
--- Educational media serv./sch.library ---				
11-000-222-100 Salaries	\$1,099,769.00	\$1,090,456.00	.00	\$9,313.00
11-000-222-300 Purchased Prof. & Tech Svc.	\$16,473.00	\$15,667.50	.00	\$805.50
11-000-222-600 Supplies and Materials	\$119,898.60	\$113,188.62	\$407.62	\$6,302.36
11-000-222-800 Other Objects	\$355.00	\$260.00	.00	\$95.00
TOTAL	\$1,236,495.60	\$1,219,572.12	\$407.62	\$16,515.86
--- Instructional Staff Training Services ---				
11-000-223-104 Salaries Other Prof. Staff	\$35,879.00	\$32,586.47	.00	\$3,292.53
11-000-223-390 Other Purch. Prof. & Tech Svc.	\$141,189.00	\$70,232.33	.00	\$70,956.67
11-000-223-500 Other Purchased Services (400-500 series)	\$100,780.00	\$21,268.08	.00	\$79,511.92
11-000-223-600 Supplies and Materials	\$5,500.00	\$5,201.91	.00	\$298.09
11-000-223-800 Other Objects	\$37,290.00	\$4,300.00	.00	\$32,990.00

West Orange Board of Education
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 12 Month Period Ending 06/30/2020

	Appropriations	Expenditures	Encumbrances	Available Balance
TOTAL	\$320,638.00	\$133,588.79	\$0.00	\$187,049.21
--- Support services-general administration ---				
11-000-230-100 Salaries	\$659,921.00	\$649,586.11	\$0.00	\$10,334.89
11-000-230-331 Legal Services	\$359,002.00	\$309,768.00	.00	\$49,234.00
11-000-230-332 Audit Fees	\$73,550.00	\$63,154.00	.00	\$10,396.00
11-000-230-334 Architectural/Engineering Services	\$21,800.00	\$15,500.00	.00	\$6,300.00
11-000-230-339 Other Purchased Prof. Svc.	\$84,870.00	\$65,365.00	\$6,000.00	\$13,505.00
11-000-230-340 Purchased Tech. Services	\$12,000.00	\$8,600.00	.00	\$3,400.00
11-000-230-530 Communications/Telephone	\$329,400.00	\$304,674.80	\$22,022.87	\$2,702.33
11-000-230-585 BOE Other Purchased Prof. Svc.	\$5,750.00	\$3,716.22	.00	\$2,033.78
11-000-230-590 Other Purchased Services	\$356,337.00	\$349,046.90	\$0.00	\$7,290.10
11-000-230-610 General Supplies	\$16,200.00	\$14,056.45	\$7.99	\$2,135.56
11-000-230-630 BOE In-House Training/Meeting Supplies	\$4,750.00	\$3,072.84	\$1,660.59	\$16.57
11-000-230-890 Misc. Expenditures	\$10,863.00	\$10,299.00	.00	\$564.00
11-000-230-895 BOE Membership Dues and Fees	\$28,500.00	\$26,932.25	.00	\$1,567.75
TOTAL	\$1,962,943.00	\$1,823,771.57	\$29,691.45	\$109,479.98
--- Support services-school administration ---				
11-000-240-103 Salaries Princ./Asst. Princ.	\$4,091,868.00	\$3,961,298.98	\$130,562.69	\$6.33
11-000-240-105 Sal. Secr. & Clerical Asst.	\$1,671,008.00	\$1,661,890.71	.00	\$9,117.29
11-000-240-199 Unused Vac Payment to Term/Ret Staff	\$31,557.00	\$31,552.01	.00	\$4.99
11-000-240-300 Purchased Prof. & Tech. Svc.	\$3,000.00	\$3,000.00	.00	.00
11-000-240-500 Other Purchased Services	\$32,217.00	\$18,513.91	\$11,200.00	\$2,503.09
11-000-240-600 Supplies and Materials	\$110,033.86	\$76,084.67	\$18,945.25	\$15,003.94
11-000-240-800 Other Objects	\$5,340.00	\$2,687.00	.00	\$2,653.00
TOTAL	\$5,945,023.86	\$5,755,027.28	\$160,707.94	\$29,288.64
--- Central Services ---				
11-000-251-100 Salaries	\$1,396,670.00	\$1,364,414.79	.00	\$32,255.21
11-000-251-330 Purchased Prof. Services	\$60,898.00	\$44,010.20	\$16,182.00	\$705.80
11-000-251-340 Purchased Technical Services	\$92,200.00	\$86,060.46	.00	\$6,139.54
11-000-251-592 Misc Pur Serv (400-500 series)	\$84,837.00	\$52,746.99	\$1,400.49	\$30,689.52
11-000-251-600 Supplies and Materials	\$21,940.00	\$20,020.84	.00	\$1,919.16
11-000-251-89X Other Objects	\$6,100.00	\$3,246.27	.00	\$2,853.73
TOTAL	\$1,662,645.00	\$1,570,499.55	\$17,582.49	\$74,562.96
--- Admin. Info. Technology ---				
11-000-252-100 Salaries	\$1,373,081.00	\$1,369,757.25	.00	\$3,323.75
11-000-252-199 Unused Vac Payment to Term/Ret Staff	\$14,139.00	\$14,138.01	.00	\$0.99
11-000-252-340 Purchased Technical Services	\$153,219.00	\$143,772.12	\$3,030.00	\$6,416.88
11-000-252-500 Other Pur Serv. (400-500 series)	\$13,890.00	\$12,620.39	.00	\$1,269.61
11-000-252-600 Supplies and Materials	\$104,336.00	\$101,423.83	\$640.00	\$2,272.17
11-000-252-800 Other Objects	\$2,760.00	\$1,023.53	.00	\$1,736.47
TOTAL	\$1,661,425.00	\$1,642,735.13	\$3,670.00	\$15,019.87
TOTAL Cent. Svcs. & Admin IT	\$3,324,070.00	\$3,213,234.68	\$21,252.49	\$89,582.83
--- Required Maint.for School Facilities ---				
11-000-261-420 Cleaning, Repair & Maint. Svc	\$1,819,104.00	\$1,647,182.37	\$161,782.87	\$10,138.76

West Orange Board of Education
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 12 Month Period Ending 06/30/2020

	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-261-421 Lead Testing of Drinking Water	\$1,000.00	.00	.00	\$1,000.00
11-000-261-610 General Supplies	\$300,464.00	\$256,131.93	\$7,831.87	\$36,500.20
11-000-261-800 Other Objects	\$22,500.00	\$14,933.00	.00	\$7,567.00
TOTAL	\$2,143,068.00	\$1,918,247.30	\$169,614.74	\$55,205.96
--- Custodial Services ---				
11-000-262-1XX Salaries	\$4,422,543.00	\$4,174,437.63	\$129,929.62	\$118,175.75
11-000-262-107 Salaries of Non-Instructional Aids	\$603,128.00	\$569,985.38	.00	\$33,142.62
11-000-262-199 Unused Vac Payment to Term/Ret Staff	\$2,971.00	\$2,968.84	.00	\$2.16
11-000-262-300 Purchased Prof. & Tech. Svc.	\$29,955.00	\$28,835.53	\$1,007.00	\$112.47
11-000-262-420 Cleaning, Repair & Maint. Svc.	\$221,300.00	\$185,949.19	\$2,988.00	\$32,362.81
11-000-262-441 Rental of Land & Bldgs Other Than Lease	\$456,376.00	\$430,378.74	.00	\$25,997.26
11-000-262-444 Lease Purch Paymts - Energy Saving	\$757,306.00	\$757,305.51	.00	\$0.49
11-000-262-490 Other Purchased Property Svc.	\$144,510.00	\$117,581.88	\$25,702.47	\$1,225.65
11-000-262-520 Insurance	\$323,654.00	\$323,319.01	.00	\$334.99
11-000-262-580 Travel	\$3,000.00	\$358.44	.00	\$2,641.56
11-000-262-610 General Supplies	\$414,213.13	\$365,462.50	\$38,680.15	\$10,070.48
11-000-262-621 Energy (Natural Gas)	\$573,900.00	\$534,371.00	\$38,821.92	\$707.08
11-000-262-622 Energy (Electricity)	\$1,130,300.00	\$977,085.44	\$145,535.10	\$7,679.46
11-000-262-626 Energy (Gasoline)	\$34,000.00	\$18,865.28	.00	\$15,134.72
11-000-262-8XX Other Objects	\$9,950.00	\$7,710.00	\$0.00	\$2,240.00
TOTAL	\$9,127,106.13	\$8,494,614.37	\$382,664.26	\$249,827.50
--- Care and Upkeep of Grounds ---				
11-000-263-100 Salaries	\$534,704.00	\$478,492.68	\$18,495.39	\$37,715.93
11-000-263-420 Cleaning, Repair, & Maintenance Serv.	\$269,500.00	\$240,908.49	\$4,400.00	\$24,191.51
11-000-263-610 General Supplies	\$69,000.00	\$49,252.81	\$1,603.70	\$18,143.49
TOTAL	\$873,204.00	\$768,653.98	\$24,499.09	\$80,050.93
--- Security ---				
11-000-266-100 Salaries	\$759,657.00	\$756,281.25	.00	\$3,375.75
11-000-266-300 Purchased Prof. & Tech. Svc.	\$47,850.00	\$40,950.00	\$6,370.00	\$530.00
11-000-266-420 Cleaning, Repair, & Maintenance Serv.	\$206,441.00	\$37,977.62	\$79,876.53	\$88,586.85
11-000-266-610 General Supplies	\$164,339.00	\$107,587.38	\$4,909.22	\$51,842.40
TOTAL	\$1,178,287.00	\$942,796.25	\$91,155.75	\$144,335.00
TOTAL Oper & Maint of Plant Services	\$13,321,665.13	\$12,124,311.90	\$667,933.84	\$529,419.39
--- Student transportation services ---				
11-000-270-107 Salaries of Non-Instructional Aids	\$468,517.00	\$467,346.85	.00	\$1,170.15
11-000-270-160 Sal Pupil Trans(Bet Home & Sch)-reg	\$582,863.00	\$579,593.18	.00	\$3,269.82
11-000-270-161 Sal Pupil Trans(Bet Home & Sch)-Sp Ed	\$608,699.00	\$590,857.40	.00	\$17,841.60
11-000-270-162 Sal Pupil Trans.Other than Bet Home & Sch	\$100,000.00	\$72,791.68	.00	\$27,208.32
11-000-270-350 Management Fee - ESC Transp. Prog.	\$106,014.00	\$90,412.95	\$15,529.14	\$71.91
11-000-270-390 Other Purch. Prof. & Tech Svc.	\$28,667.00	\$28,022.48	.00	\$644.52
11-000-270-420 Cleaning, Repair & Maint. Svc.	\$155,807.00	\$87,100.56	\$4,046.36	\$64,660.08
11-000-270-443 Lease Purch Payments - School Buses	\$180,981.00	\$178,477.63	.00	\$2,503.37

West Orange Board of Education
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 12 Month Period Ending 06/30/2020

	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-270-511 Contract Svc (btw Home & Sch.)-vendors	\$3,830,485.00	\$3,654,429.44	.00	\$176,055.56
11-000-270-512 Contract Svc (other btw home & sch)-vndrs	\$419,249.00	\$216,719.17	\$12,064.82	\$190,465.01
11-000-270-514 Contract Svc (Sp Ed.)-vendors	\$29,365.00	\$24,445.00	.00	\$4,920.00
11-000-270-515 Contract Svc (Sp Ed.)-joint agreements	\$44,303.49	\$27,648.47	.00	\$16,655.02
11-000-270-517 Contract Svc (reg std) - ESCs	\$337,065.00	\$301,354.09	.00	\$35,710.91
11-000-270-518 Contract Svc (Sp Ed) - ESCs	\$2,929,749.00	\$2,598,436.09	\$327,139.80	\$4,173.11
11-000-270-503 Contr Svc-Aid in Lieu Paymnts-Non Pub Sch	\$546,000.00	\$540,112.00	.00	\$5,888.00
11-000-270-580 Travel	\$1,763.00	\$778.64	.00	\$984.36
11-000-270-593 Misc. Purchased Svc.- Transp.	\$89,338.00	\$88,011.05	.00	\$1,326.95
11-000-270-610 General Supplies	\$6,630.00	\$3,906.04	\$216.58	\$2,507.38
11-000-270-615 Transportation Supplies	\$180,348.35	\$60,105.85	.00	\$120,242.50
11-000-270-800 Misc. Expenditures	\$10,900.00	\$7,880.00	\$1,400.00	\$1,620.00
TOTAL	\$10,656,743.84	\$9,618,428.57	\$360,396.70	\$677,918.57
--- Personal Services-Employee Benefits---				
11-XXX-XXX-210 Group Insurance	\$1,400.00	\$1,268.34	.00	\$131.66
11-XXX-XXX-220 Social Security Contributions	\$2,016,175.00	\$1,854,560.29	.00	\$161,614.71
11-XXX-XXX-241 Other Retirement Contrb. - PERS	\$2,162,000.00	\$2,156,275.00	.00	\$5,725.00
11-XXX-XXX-248 Other Retirement - Deferred PERS	\$75,000.00	\$73,794.00	.00	\$1,206.00
11-XXX-XXX-249 Other Retirement Contrb. - Regular	\$92,000.00	\$90,210.17	.00	\$1,789.83
11-XXX-XXX-260 Workman's Compensation	\$867,013.00	\$866,214.96	.00	\$798.04
11-XXX-XXX-270 Health Benefits	\$18,520,803.00	\$18,517,512.22	.00	\$3,290.78
11-XXX-XXX-280 Tuition Reimbursement	\$352,858.00	\$338,866.28	\$13,991.49	\$0.23
11-XXX-XXX-290 Other Employee Benefits	\$850,115.00	\$848,064.09	.00	\$2,050.91
11-XXX-XXX-299 Unused Sick Payment to Term/Ret Staff	\$170,118.00	\$169,462.00	.00	\$656.00
TOTAL	\$25,107,482.00	\$24,916,227.35	\$13,991.49	\$177,263.16
Total Undistributed Expenditures	\$85,388,292.43	\$81,688,698.66	\$1,389,523.14	\$2,310,070.63
*** TOTAL CURRENT EXPENSE EXPENDITURES ***	155,559,397.84	150,148,936.21	\$1,474,154.52	\$3,936,307.11
*** TOTAL CURRENT EXPENSE EXPENDITURES & TRANSFERS ***	155,559,397.84	150,148,936.21	\$1,474,154.52	\$3,936,307.11

West Orange Board of Education
 GENERAL FUND - FUND 10
 STATEMENT OF APPROPRIATIONS
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES
 For 12 Month Period Ending 06/30/2020

	Appropriations	Expenditures	Encumbrances	Available Balance	
*** CAPITAL OUTLAY ***					
--- EQUIPMENT ---					
Regular programs-instruction					
12-130-100-730	Grades 6-8	\$4,039.00	\$4,039.00	.00	.00
12-140-100-730	Grades 9-12	\$7,961.00	\$6,662.50	.00	\$1,298.50
Special education - instruction					
12-216-100-730	Preschool Disabilities - Full Time	\$2,051.00	\$2,050.40	.00	\$0.60
12-4XX-100-730	School-spons. & oth instr prog	\$5,600.00	\$5,145.90	\$0.00	\$454.10
Undistributed expenses					
12-000-210-730	Support services-students-reg.	\$12,000.00	\$11,639.61	\$0.00	\$360.39
12-000-220-730	Support services-instruc. staff	\$13,600.00	\$10,702.00	.00	\$2,898.00
12-000-251-730	Central Services	\$5,000.00	\$4,990.00	.00	\$10.00
12-000-252-730	Admin. Info. Tech.	\$60,641.00	\$58,334.03	.00	\$2,306.97
12-000-261-730	Undist. Exp.-Req. Maint. Schl Facilities	\$2,843.00	\$2,842.75	.00	\$0.25
12-000-266-730	Undist. Exp.-Security	\$14,700.00	\$14,675.08	.00	\$24.92
Undist. Exp. - Non-instructional Services					
TOTAL		\$128,435.00	\$121,081.27	\$0.00	\$7,353.73
--- Facilities acquisition and construction services ---					
12-000-400-334	Architectural/Engineering Services	\$229,900.00	\$224,887.31	.00	\$5,012.69
12-000-400-450	Construction Services	\$487,218.00	\$430,855.25	\$56,037.65	\$325.10
12-000-400-896	Assmt for Debt Service on SDA Funding	\$114,991.00	\$114,991.00	.00	.00
12-000-400-932	Capital Outlay tfr to Captl. Projects	\$8,262.00	\$8,261.46	.00	\$0.54
Sub Total		\$840,371.00	\$778,995.02	\$56,037.65	\$5,338.33
TOTAL		\$840,371.00	\$778,995.02	\$56,037.65	\$5,338.33
TOTAL CAPITAL OUTLAY EXPENDITURES		\$968,806.00	\$900,076.29	\$56,037.65	\$12,692.06

West Orange Board of Education
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 12 Month Period Ending 06/30/2020

	Appropriations	Expenditures	Encumbrances	Available Balance
*** EDUCATION JOBS FUND **				
*** FEMA COMMUNITY DEVELOPMENT BLOCK GRANT ***				
10-000-100-56X Transfer of Funds to Charter Schls.	\$158,445.00	\$131,050.00	.00	\$27,395.00
TOTAL GENERAL FUND EXPENDITURES	156,686,648.84	151,180,062.50	\$1,530,192.17	\$3,976,394.17



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REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 West Orange Board of Education
 Special Revenue Fund - Fund 20
 Interim Balance Sheet
 For 12 Month Period Ending 06/30/20

ASSETS AND RESOURCES

--- A S S E T S ---

101	Cash in bank	\$202,509.98
	Accounts receivable:	
153,154	Other (net of estimated uncollectible of \$____)	\$2,000.00
		\$2,000.00

--- R E S O U R C E S ---

301	Estimated Revenues	\$5,372,285.62
302	Less Revenues	(\$3,331,221.62)
		\$2,041,064.00
	Total assets and resources	\$2,245,573.98

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 West Orange Board of Education
 Special Revenue Fund - Fund 20
 Interim Balance Sheet
 For 12 Month Period Ending 06/30/20

LIABILITIES AND FUND EQUITY

--- LIABILITIES ---

421	Accounts Payable	\$140,902.24
TOTAL LIABILITIES		\$140,902.24

FUND BALANCE

--- Appropriated ---

753	Reserve for encumbrances - Current Year	\$473,934.08
601	Appropriations	\$5,372,285.62
602	Less: Expenditures	\$3,267,613.88
603	Encumbrances	\$473,934.08 (\$3,741,547.96)
		\$1,630,737.66
TOTAL FUND BALANCE		\$2,104,671.74
TOTAL LIABILITIES AND FUND EQUITY		\$2,245,573.98

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
West Orange Board of Education
Special Revenue Fund - Fund 20
INTERIM STATEMENTS COMPARING
BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 12 Month Period Ending 06/30/20

		BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***					
1XXX	From Local Sources	\$22,250.90	\$22,250.90		.00
2XXX	From Intermediate Sources	\$346,801.72	\$38,011.72		\$308,790.00
3XXX	From State Sources	\$781,881.00	\$756,239.00		\$25,642.00
4XXX	From Federal Sources	\$4,221,352.00	\$2,514,720.00		\$1,706,632.00
TOTAL REVENUE/SOURCES OF FUNDS		\$5,372,285.62	\$3,331,221.62		\$2,041,064.00
*** EXPENDITURES ***					
		APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
LOCAL PROJECTS:		\$369,052.62	\$84,538.25	\$146,217.00	\$138,297.37
STATE PROJECTS:					
	Nonpublic textbooks	\$75,428.00	\$71,477.97	.00	\$3,950.03
	Nonpublic auxiliary services	\$16,045.00	\$7,300.80	.00	\$8,744.20
	Nonpublic handicapped services	\$284,447.00	\$135,922.92	.00	\$148,524.08
	Nonpublic nursing services	\$139,195.00	\$139,195.00	.00	.00
	Nonpublic Technology Aid	\$51,516.00	\$46,977.03	\$1,999.71	\$2,539.26
	Nonpublic School Programs	\$215,250.00	\$149,440.21	\$31,205.51	\$34,604.28
TOTAL STATE PROJECTS		\$781,881.00	\$550,313.93	\$33,205.22	\$198,361.85
FEDERAL PROJECTS:					
	NCLB Title I - Part A/D	\$988,026.00	\$709,120.42	\$263,571.80	\$15,333.78
	I.D.E.A. Part B (Handicapped)	\$2,007,010.00	\$1,683,082.21	\$1,670.00	\$322,257.79
	NCLB Title II - Part A/D	\$195,957.00	\$113,637.13	\$20,126.30	\$62,193.57
	NCLB Title III - English Language Enhancement	\$53,013.00	\$38,478.34	\$1,532.18	\$13,002.48
	NCLB Title IV	\$69,163.00	\$36,105.43	\$1,262.75	\$31,794.82
	Vocational Education	\$158,273.00	\$52,338.17	\$6,348.83	\$99,586.00
	Other Federal Projects	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL FEDERAL PROJECTS		\$3,471,442.00	\$2,632,761.70	\$294,511.86	\$544,168.44
*** TOTAL EXPENDITURES ***		\$4,622,375.62	\$3,267,613.88	\$473,934.08	\$880,827.66

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 West Orange Board of Education
 SPECIAL REVENUE - FUND 20
 SCHEDULE OF REVENUES
 ACTUAL COMPARED WITH ESTIMATED
 For 12 Month Period Ending 06/30/20

	ESTIMATED	ACTUAL	UNREALIZED
--- LOCAL SOURCES ---			
1XXX Other Revenue from Local Sources	\$22,250.90	\$22,250.90	\$0.00
Total Revenues from Local Sources	<u>\$22,250.90</u>	<u>\$22,250.90</u>	<u>\$0.00</u>
--- INTERMEDIATE SOURCES ---			
2XXX From Intermediate Sources	\$346,801.72	\$38,011.72	\$308,790.00
Total Revenue Intermediate Sources	<u>\$346,801.72</u>	<u>\$38,011.72</u>	<u>\$308,790.00</u>
--- STATE SOURCES ---			
32XX Other Restricted Entitlements	\$781,881.00	\$756,239.00	\$25,642.00
Total Revenue from State Sources	<u>\$781,881.00</u>	<u>\$756,239.00</u>	<u>\$25,642.00</u>
--- FEDERAL SOURCES ---			
4411-16 Title I	\$988,026.00	\$639,427.00	\$348,599.00
4451-55 Title II	\$195,957.00	\$89,948.00	\$106,009.00
4491-94 Title III	\$53,013.00	\$38,478.00	\$14,535.00
4471-74 Title IV	\$69,163.00	\$34,852.00	\$34,311.00
4420-29 I.D.E.A. Part B (Handicapped)	\$2,007,010.00	\$1,664,272.00	\$342,738.00
4430-39 Vocational Education	\$158,273.00	\$47,743.00	\$110,530.00
4XXX Other Federal Aids	\$749,910.00	\$0.00	\$749,910.00
Total Revenues from Federal Sources	<u>\$4,221,352.00</u>	<u>\$2,514,720.00</u>	<u>\$1,706,632.00</u>
TOTAL REVENUES/SOURCES OF FUNDS	<u>\$5,372,285.62</u>	<u>\$3,331,221.62</u>	<u>\$2,041,064.00</u>

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
West Orange Board of Education
Special Revenue Fund - Fund 20
STATEMENT OF APPROPRIATIONS - RESTRICTED STATE ENTITLEMENTS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 12 Month Period Ending 06/30/20

	<u>Appropriations</u>	<u>Expenditures</u>	<u>Encumbrances</u>	<u>Available Balance</u>
State Projects:				
PRESCHOOL EDUCATION AID				
Other State Projects:				
PRESCHOOL EXPANSION GRANT				
20-XXX-XXX-XXX All Other State/Fed/Loc Projects	\$5,372,285.62	\$3,267,613.88	\$473,934.08	\$1,630,737.66
TOTAL EXPENDITURE	\$5,372,285.62	\$3,267,613.88	\$473,934.08	\$1,630,737.66



8/4 10:34am

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 West Orange Board of Education
 Capital Projects Fund - Fund 30
 Interim Balance Sheet
 For 12 Month Period Ending 06/30/20

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ASSETS AND RESOURCES

=====

--- A S S E T S ---

--- R E S O U R C E S ---

301	Estimated Revenues	\$381,951.46	
302	Less Revenues	(\$383,175.02)	
		<hr/>	<hr/> (\$1,223.56)
	Total assets and resources		<hr/> <hr/> (\$1,223.56)

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 West Orange Board of Education

Capital Projects Fund - Fund 30
 Interim Balance Sheet
 For 12 Month Period Ending 06/30/20

LIABILITIES AND FUND EQUITY

FUND BALANCE

--- Appropriated ---

601	Appropriations		\$381,951.46	
602	Less : Expenditures	\$383,175.02		
			(\$383,175.02)	
				(\$1,223.56)
	Total Appropriated			(\$1,223.56)

--- Unappropriated ---

TOTAL FUND BALANCE				(\$1,223.56)
TOTAL LIABILITIES AND FUND EQUITY				(\$1,223.56)

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
West Orange Board of Education

Capital Projects Fund - Fund 30
INTERIM STATEMENTS COMPARING
BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 12 Month Period Ending 06/30/20

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***				
52XX Transfers from other funds	\$8,261.46	\$8,261.46		.00
Other Revenue/Source of Funds	\$373,690.00	\$374,913.56		(\$1,223.56)
TOTAL REVENUE/SOURCES OF FUNDS	\$381,951.46	\$383,175.02		(\$1,223.56)
*** EXPENDITURES ***				AVAILABLE BALANCE
30-XXX-XXX-73X Equipment	\$381,951.46	\$381,951.46	.00	.00
TOTAL EXPENDITURES	\$381,951.46	\$381,951.46	\$0.00	\$0.00
30-000-520-930 Transfers to other funds		\$1,223.56	.00	(\$1,223.56)
*** TOTAL EXPENDITURES AND TRANSFERS	\$381,951.46	\$383,175.02	\$0.00	(\$1,223.56)



8/4 10:34am

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 West Orange Board of Education
 Debt Service Fund - Fund 40
 Interim Balance Sheet
 For 12 Month Period Ending 06/30/20

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ASSETS AND RESOURCES

=====

--- A S S E T S ---

101	Cash in bank		\$3.94
-----	--------------	--	--------

--- R E S O U R C E S ---

301	Estimated Revenues	\$6,083,400.00	
302	Less Revenues	(\$6,083,400.00)	
	Total assets and resources		\$3.94

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
West Orange Board of Education

Debt Service Fund - Fund 40
Interim Balance Sheet
For 12 Month Period Ending 06/30/20

LIABILITIES AND FUND EQUITY

FUND BALANCE

--- Appropriated ---

Reserved fund balance:

601	Appropriations		\$6,083,402.00	
602	Less : Expenditures	\$6,083,400.02		
			(\$6,083,400.02)	
				\$1.98
	Total Appropriated			\$1.98

--- Unappropriated ---

770	Fund Balance			\$3.96
303	Budgeted Fund Balance			(\$2.00)

TOTAL FUND BALANCE

\$3.94

TOTAL LIABILITIES AND FUND EQUITY

\$3.94

RECAPITULATION OF FUND BALANCE:

	Budgeted	Actual	Variance
Appropriations	\$6,083,402.00	\$6,083,400.02	\$1.98
Revenues	(\$6,083,400.00)	(\$6,083,400.00)	\$0.00
	\$2.00	\$0.02	\$1.98
--- Change in Maint. / Capital reserve account ---			
Subtotal	\$2.00	\$0.02	\$1.98
Less: Adjust for prior year encumb.	\$0.00	\$0.00	
Budgeted Fund Balance	\$2.00	\$0.02	\$1.98

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
West Orange Board of Education

Debt Service Fund - Fund 40
INTERIM STATEMENTS COMPARING
BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 12 Month Period Ending 06/30/20

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
	_____	_____	_____	_____
*** REVENUES/SOURCES OF FUNDS ***				
--- Local Sources ---				
1210	Local tax levy	\$5,772,257.00	\$5,772,257.00	.00
	Total Local Sources	\$5,772,257.00	\$5,772,257.00	\$0.00
--- State Sources ---				
3160	Debt service aid Type II	\$311,143.00	\$311,143.00	.00
	Total State Sources	\$311,143.00	\$311,143.00	\$0.00
	TOTAL REVENUE/SOURCES OF FUNDS	\$6,083,400.00	\$6,083,400.00	\$0.00

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 West Orange Board of Education

Debt Service Fund - Fund 40
 INTERIM STATEMENTS COMPARING
 BUDGET REVENUE WITH ACTUAL TO DATE AND
 APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
 For 12 Month Period Ending 06/30/20

*** EXPENDITURES ***	APPROPRIATIONS	EXPENDITURES/Enc.	AVAILABLE BALANCE
	_____	_____	_____
--- Debt Service - Regular ---			
40-701-510-723 Princ. Payments-Comm. Appr. Lease Pur. Agr.	\$1,875,000.00	\$1,875,000.00	.00
40-701-510-833 Interest Payments-Comm. Appr. Lease Pur. Agr.	\$926,495.00	\$926,493.76	\$1.24
40-701-510-834 Interest on Bonds	\$901,907.00	\$901,906.26	\$0.74
40-701-510-910 Redemption of Principal	\$2,380,000.00	\$2,380,000.00	.00
	_____	_____	_____
TOTAL	\$6,083,402.00	\$6,083,400.02	\$1.98
	=====	=====	=====
	_____	_____	_____
TOTAL USES OF FUNDS BEFORE TRANSFERS	\$6,083,402.00	\$6,083,400.02	\$1.98
	=====	=====	=====
*** TOTAL USES OF FUNDS ***	\$6,083,402.00	\$6,083,400.02	\$1.98
	=====	=====	=====

REPORT OF THE TREASURER
TO THE BOARD OF EDUCATION

DISTRICT OF WEST ORANGE

ALL FUNDS

FOR THE MONTH ENDING JUNE 30, 2020

	Beginning Cash Balance	Cash Receipts	Cash Disbursements	Ending Cash Balance
GOVERNMENTAL FUNDS				
General Fund - Fund 10	4,591,166.55	20,380,917.75	18,676,296.98	6,295,787.32
Capital Reserve -Fund 10	572.93	0.03		572.96
Workers Comp Claims Fund-Fund 10	27,451.54	250,000.00	14,946.30	262,505.24
Special Revenue Fund - Fund 20	122,268.86	372,828.00	292,586.88	202,509.98
Capital Projects Fund - Fund 30	0.00			0.00
Debt Service Fund - Fund 40	(481,017.44)	481,021.38		3.94
Total Governmental Funds	4,260,442.44	21,484,767.16	18,983,830.16	6,761,379.44
ENTERPRISE FUNDS				
Food Service Fund - Fund 60	920,383.09	167,715.16	273,589.62	814,508.63
Enrichment Fund - Fund 61	70,361.73		4,950.00	65,411.73
Total Enterprise Funds	990,744.82	167,715.16	278,539.62	879,920.36
AGENCY FUNDS				
Payroll	13,236.73	5,335,783.10	5,318,937.79	30,082.04
Payroll Agency	4,911,989.96	5,072,720.00	4,668,983.39	5,315,726.57
Flex Account	121.07	33,232.93	33,232.92	121.08
Total Agency Funds	4,925,347.76	10,441,736.03	10,021,154.10	5,345,929.69
TRUSTS				
Unemployment Trust	284,829.23	83,350.76	10,664.69	357,515.30
Total Trusts	284,829.23	83,350.76	10,664.69	357,515.30
TOTAL ALL FUNDS	10,461,364.25	32,177,569.11	29,294,188.57	13,344,744.79


Treasurer of School Monies


Date



New Jersey Department of Education

Toilet Room Facilities for Early Intervention, Pre-Kindergarten and Kindergarten Classrooms 2020-2021 School Year

**** A SEPARATE FORM IS REQUIRED FOR EACH ROOM ****

District: WEST ORANGE School: St. Cloud Elementary

Room Number/Name: 205

Our school district elects to use the alternate method of compliance in accordance with N.J.A.C. 6A:26-6.3. In lieu of individual toilet rooms in each classroom, toilet rooms may be provided adjacent to or outside the classroom, if the following criteria are satisfactorily addressed:

- No child or group of children shall be left unsupervised at any time when traveling to or from the facilities. Provisions shall be made for adult supervision in a manner that will not infringe upon instructional time;
- Toilet facilities shall be readily accessible and the toilet room and signage shall be visible to the child from the classroom door;
- Toilet facilities shall be provided for both boys and girls and shall meet the requirements of NJAC 6A:26-6.3(h)4ii.

District alternate method of compliance pursuant to N.J.A.C. 6A:26-6.3(h)4iii:

Teacher's aide will escort and supervise students to and from the restroom adjacent to the classroom.

Board of Education has approved this alternate method of compliance on _____ Date

****Attach Copy of Board Resolution****

I certify that all requirements of N.J.A.C. 6A:26-6.3 and/or 6.4 have been met.

Superintendent of Schools: _____ Date: _____

School Business Administrator: _____ Date: _____

For County Use Only

Approved: _____ Not Approved: _____

Executive County Superintendent Date



New Jersey Department of Education

Initial/ Renewal Application for Multiple Temporary Instructional Spaces 2020-2021 School Year

SUBCHAPTER 8. TEMPORARY SCHOOL FACILITIES

6A:26-8.1 Temporary Facilities Standards

Pursuant to 6A:26-8.1 the Executive County Superintendent shall annually monitor the temporary facilities of school districts for criteria set forth in this code.

District: WEST ORANGE

Indicate FACILITY or TCU	ADDRESS	# Students/ Teachers/ Aides	Year of Initial Application	Grades Serviced	In Long Range Facility Plan
Washington Elementary Trailer	289 Main Street	24 Students 2 Teachers 4 Paraprofessionals	2001	Pre K	Yes
The Life Christian Church (BMELC)	747 Northfield Avenue	67 Students 6 Teachers 22 Paraprofessionals	2017	Pre K	Yes

Reason for / Improvements made on site: _____

The Board of Education approved the renewal temporary application for the 2019-2020 school year on _____ (Date)

***** Attach Copy of Board Resolution *****

Certified by: _____ (Superintendent of Schools) _____ (Date)

_____ (School Business Administrator) _____ (Date)

For County Use Only:

Date of inspection by County Office: _____ Inspected by: _____

Approval is granted _____ Approval is not granted _____ Subject to the following conditions: _____

_____ (Executive County Superintendent) _____ (Date)

**West Orange Board of Education
Union County Cooperative Bid
2020-2021 School Year**

Vendor	Bid #
Johnston Communications (DBA JCT Solutions)	8-UCCP Coop Bid #42-2017

Recommend approval of 2020-2021 vendors that exceed the bid threshold of \$44,000.

Vendor	Service	Contract
Alarm & Communications Technologies	Fire Alarm Systems	ESCNJ 17/18-59
American Paper & Supply Company		
Bio Shine	Custodial Supplies	ESCNJ 18/19-35 ESCNJ 17/18-47
Cascade School Supplies	School Supplies	Ed Data #9807; 9986; 9804; 9834
CDW-G Government	Data Comm. Equipment/Software License	ESCNJ 18/19-03 State Contract #89849 State Contract #87720
Cenergistic LLC	Energy Conservation Services	ESCNJ 18/19-06
Combustion Service Corp	Boiler Repair	Ed Data #9737
Computer Design & Integration LLC	Computer Equip., Peripherals, & Related Services	State Contract #87720
Dell Marketing L.P.	Data Communications Equipment Software License & Related Services	State Contract #88796 State Contract #89850
Generations Services Inc.	Electrical	Ed Data #9740; 9748
In-Line Air Conditioning Co., Inc.	HVAC	ESCNJ 19/20-13
Johnston Communications (DBA JCT Solutions)	Telephone/Associated Services Systems Equipment, Installation, Maintenance Services (Avara, Cameras, DVR's, Door Security, Cabling)	8-UCCP Coop Bid #42-2017
K&S Music	Musical Instrument Supplies, Equip., Repair, etc.	ESCNJ 17/18-52 ESCNJ 19/20-25
Lightspeed Technologies, Inc.	Communications Wiring	State Contract #17-Food-00261
Mackin Educational Resources	Publication Media	State Contract #86069
Mathusek, Inc.	Flooring	Ed. Data #8556
Nickerson New Jersey Inc.	Furniture: Office/Lounge	State Contract #19-Food-00615
RFS Commercial, Inc.	Concrete Repair	ESCNJ 18/19-59
Riddel	Athletic Equip. Reconditioning & Repair	ESCNJ 18/19-24
School Specialty	School Supplies	ESCNJ 18/19-78 ESCNJ 19/20-24

SHI International Corp.	Data Communications Equipment	State Contract #87720 State Contract #88130 State Contract #89851
Sussex County Regional	Transportation	Sussex County Regional Coop
Universal Protection Services DBA Allied Universal Security Services	Armed and Unarmed Security Guard Services for NJ Statewide	19-GNSV1-00840
W.B. Mason Company Inc.	School/Office Supplies Furniture: Office/Lounge	ESCNJ 18/19-01 ESCNJ 18/19-02 ESCNJ 18/19-48 State Contract #0000003 State Contract #19-Food-00615

**WOHS Student Activity Account
Void Checks**

Check #	Amount
4426	\$286.92
4427	\$286.63
4480	\$548.00
4553	\$90.00
4571	\$90.00
4573	\$2,106.50
4581	\$1,268.25
4628	\$24.00
4631	\$422.77
4683	\$24.00
4685	\$24.00
4729	\$24.00
4741	\$24.00
4744	\$24.00
4864	\$10.00



2019-20 INCIDENTS

Report Period 1

School	Incident Total	Violence	Vandalism	Substances	Weapons	HIB Confirmed	Other Incidents Leading to Removal	HIB Alleged
(050) WEST ORANGE HIGH	15	5	0	10	0	0	82	0
(070) EDISON MIDDLE	3	1	0	0	0	2	1	0
(090) ROOSEVELT MIDDLE	2	0	0	0	0	2	9	0
(120) GREGORY	0	0	0	0	0	0	1	0
(130) HAZEL AVE	0	0	0	0	0	0	1	0
(135) LIBERTY MIDDLE SCHOOL	3	0	0	0	0	3	7	0
(140) MOUNT PLEASANT ELEM	0	0	0	0	0	0	1	0
(150) Kelly Elementary School	2	1	0	0	0	1	0	0
(160) REDWOOD	4	3	0	0	0	1	8	0
(170) ST CLOUD	0	0	0	0	0	0	0	0
(180) Washington Elementary Sc	0	0	0	0	0	0	0	0
(300) Betty Maddalena ELC	0	0	0	0	0	0	0	0
Total	29	10	0	10	0	9	110	0

Report Period 2

School	Incident Total	Violence	Vandalism	Substances	Weapons	HIB Confirmed	Other Incidents Leading to Removal	HIB Alleged
(050) WEST ORANGE HIGH	19	3	3	12	1	1	63	0
(070) EDISON MIDDLE	0	0	0	0	0	0	12	0
(090) ROOSEVELT MIDDLE	0	0	0	0	0	0	12	0
(120) GREGORY	0	0	0	0	0	0	0	0
(130) HAZEL AVE	0	0	0	0	0	0	2	0
(135) LIBERTY MIDDLE SCHOOL	2	1	0	1	0	0	33	0
(140) MOUNT PLEASANT ELEM	0	0	0	0	0	0	2	0
(150) Kelly Elementary School	0	0	0	0	0	0	2	0
(160) REDWOOD	0	0	0	0	0	0	14	0
(170) ST CLOUD	0	0	0	0	0	0	0	0
(180) Washington Elementary Sc	0	0	0	0	0	0	5	0
(300) Betty Maddalena ELC	0	0	0	0	0	0	0	0
Total	21	4	3	13	1	1	145	0

2019-20 School Year

School	Incident Total	Violence	Vandalism	Substances	Weapons	HIB Confirmed	Other Incidents Leading to Removal	HIB Alleged
(050) WEST ORANGE HIGH	34	8	3	22	1	1	145	0
(070) EDISON MIDDLE	3	1	0	0	0	2	13	0
(090) ROOSEVELT MIDDLE	2	0	0	0	0	2	21	0
(120) GREGORY	0	0	0	0	0	0	1	0
(130) HAZEL AVE	0	0	0	0	0	0	3	0
(135) LIBERTY MIDDLE SCHOOL	5	1	0	1	0	3	40	0
(140) MOUNT PLEASANT ELEM	0	0	0	0	0	0	3	0
(150) Kelly Elementary School	2	1	0	0	0	1	2	0
(160) REDWOOD	4	3	0	0	0	1	22	0
(170) ST CLOUD	0	0	0	0	0	0	0	0
(180) Washington Elementary Sc	0	0	0	0	0	0	5	0
(300) Betty Maddalena ELC	0	0	0	0	0	0	0	0
Total	50	14	3	23	1	10	255	0

Incident Total = Violence, Vandalism, Substances, Weapons, HIB Confirmed

Violence = Assault, Fight, Kidnapping, Robbery/Extortion, Sexual Assault, Sexual Contact, Threat/Simple, Threat/Criminal

Vandalism = Arson, Computer Trespass, Damage to Property, False Public Alarm, Theft, Trespass

Incident category totals may differ from total incidents due to multiple offenses selected for one incident.

E-Mail: ssds@doe.nj.gov