South Orange & Maplewood School District
Board of Education

Restart and Recovery Plan to Reopen Schools 2020 - 2021

- **Please Note: This is a <u>working</u> document, details are subject to change and updates based on guidance from the Governor's office, NJ Department of Education, NJ Department of Health and the Center for Disease Control (CDC).**
- In Restart and Recovery Plan, pages 7 - 64, the text in black represents the state's mandates and the blue text represents the District's summary response to the state's mandates.
- The appendices provide more detailed information regarding the District's Reopening Plan in response to the state's mandates.

August 8, 2020

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Introduction

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

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

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

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

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

The NJDOE Guidance uses the term "school districts" or "schools" or "districts" when referring to the completion of tasks. For example, "districts must develop a schedule for increased routine cleaning and disinfection." This Plan assigns the responsibility for completing tasks to "school officials" which would be the Superintendent of Schools or a designee of the Superintendent of Schools. The NJDOE Guidance requires a Board Policy to address several elements outlined in the NJDOE Guidance. The Board of Education has adopted Board Policy 1648 – Restart and Recovery Plan that includes the policies required in the NJDOE Guidance.

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

Message from the Superintendent:

The South Orange & Maplewood School District continues to focus on providing a safe, high-quality teaching and learning experience for all students and staff during the on-going COVID-19 global pandemic. The district's Reopening Plan is fluid and will change as necessary based on guidance from the state, CDC, and considerations to our students, staff, families and community

I want to take the time to thank members of the district's Rethink Reopen Taskforce who worked throughout the summer to develop the plan. The taskforce was established in June 2020, and consisted of 31 district staff and local community health experts, and over 70 sub-committee members who were committed to designing a thoroughly crafted plan consistent with state guidelines.   The Taskforce convened every Tuesday and Thursday with sub-committees meeting throughout the week. Twice weekly in-depth committee updates informed all task force members of sub-committee progress, addressing the cross-over details generating a single unified and agreed upon Restart and Recovery Plan for SOMSD.

The District wishes to acknowledge the following people for their valuable contributions to the creation of this plan:

Mazin Abdelhadi, Linda Abella, Dr. Melody Alegria, Chris Balas, Falynn Balassone, Kristin Barber, Tanya Barr, Peter Bauer, Jane Bean-Folkes, Kim Beane, Brad Bertani, Ann Bodnar, Keith Bonds, Jeffrey Boni, Cassandra Bragg, Elizabeth Brinkerhoff, Susan Brody, Louis Brown, Carole Bucher, Dianne Canzonieri, Dr. Gayle Carrick, Jessica Cavagnaro, Gerry Colon, Rosemary Connell, Jennifer Connors, Ashley Corino, Zoila Correa, Katherine Costello, Therese Crigler, Ann Crowther, Candice Davenport, Trudy Davey, Jennifer De Los Angelos, Marissa DeMartino, Carla DosSantos, Dallas Duffey, Monique Durant, Lindsey Ehrlich, Wahkeelah Ellis, Sabina Ellis, Susan H. Ellis, Ron Erazo, Anide Eustache, John Festa, Stacey Field, Mara Fox, Avis Gibbons-Williams, Shannon Glander, Steffi Golden, Seth Goodstone, Hannah Govrin, Cadine Gray, Donna Grohman, Marci Grosholz, Betsy Hannon, Taylor Harris, Megan Hellthaler, Lisa Heumann, Danyelle Hollaway, Patti Holmes, Raquel Horn, Tivoli Hunt, Pat Hurley, Kim Hutchinson, Lynn Irby, Leroy Johnson III, Beth Johnson, Lynn Kelly, Dr. Michael Kelly, Russell King, Chris Kleinwakes, Jennifer Kupperman, Jennifer Latimer, Karen Leary, Jennifer Lereah, Joyce Leslie, Shira Lincoln, Rocio Lopez, Lisa MacPherson, Malikah Majeed, Cindy Malhotra, James Manno, Mikita Marfo, Lori Martling, Kevin Mason, Patrice Massung, Kirk Maynard, Jennifer McDowell, Bridget McMahon, Eva McNally, Shella Mesidor-Villard, Ebony Mincer, Jameel Misbahuddin, Caralyn Moore, Ryan Muirhead, Ken Mullen, Sheila Murphy, Karen Murphy, Erica Onyeberechi, Cameron Parke, Bonita Patterson-Samuels, Jorge Perez, Laurie Pham, Julie Porter, Chris Preston, James Regler, Michele Reisman, Michelle Rhodes, Meg Richardson, Jayne Rigg, Stephanie Rivera, Ramon Robles, Raquel Rodrigues, Pete Romain, Paul Roth, Frank Sanchez, Patricia Scali, Alyssa Schlatmann, Rob Shannon, Tom Shea, Gretchen Shook, Amy Simon, Winifred Smith, Lynn Stradford, Robert Stine, Michael Stiner, Laura Swyberius, Tammy Talmadge, Dr. Ronald Taylor, Karen Thomany, Kristie Thomas, Todd VanBeveren, Ryann Varney, Jim Waldron, Karen Weiland, Thomas Whitaker, Katherine Wieboldt, Ebony Wiggins, David Wilson, Michelle Wiltrock, Michael Wojcio, Terry Woolard, Shane Zeigler, Board of Education and members of the Parent Panel focus group.

Dr. Ronald G. Taylor, Superintendent

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

THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

    A.   **Conditions for Learning**

    B.   **Leadership and Planning**

    C.   **Policy and Funding**

    D.   **Continuity of Learning**

A. Conditions for Learning

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

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

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

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

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

The Health and Safety section of the NJDOE Guidance also provided "additional considerations" to assist school officials in considering ways to adhere to the anticipated minimum standards. These provisions are also consistent with the Board's general obligation to ensure the health and safety of its students and staff pursuant to N.J.S.A. 18A:40-6 and N.J.A.C. 6A:16-2.1. District officials should abide

by the advice of local health officials to determine the safest course of action based on local circumstances, which will change as the public health landscape evolves. The health and safety of students and staff is the number one priority and has guided all decisions of the Board's Plan.

Ten Critical Areas of Operation

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

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

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

(b) School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.

(c) The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.

(d) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.

(e) Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:

(i)Chronic lung disease or asthma (moderate to severe);

(ii)Serious heart conditions;

(iii)Immunocompromised;

(iv)Severe obesity (body mass index, or BMI, of 40 or higher);

(v)Diabetes;

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(vi)Chronic kidney disease undergoing dialysis;

(vii)Liver disease;

(viii)Medically fragile students with Individualized Education Programs (IEPs);

(ix)Students with complex disabilities with IEPs; or

(x)Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

For the South Orange & Maplewood School District:

The Superintendent, school principals and school nurses will maintain communication with the South Orange and Maplewood Department of Health (DOH) Officers to determine current mitigation levels in the community. The local Departments of Health, informed by the NJDOH, will decide on what constitutes an outbreak and when to close schools.

School nurses will send a COVID-19 symptom spreadsheet to the DOH at the end of the school day and share with principals. This will indicate the names of students sent home ill from the nurse's office; school, grade, and class; town of residence, symptoms; comments about COVID-19 testing if done, and Health Care Professional note of clearance if indicated.

District standards will reflect the recommendations of the local health departments and NJDOH which are informed by CDC guidance.

The district and schools will promote behavior that reduces the spread of COVID-19. Staff, students and their families will be made aware of the signs and symptoms of COVID-19 and behaviors that reduce the spread of the virus through written communication. Staff and students will be encouraged to stay home when appropriate and practice hand hygiene and respiratory etiquette. Staff and students are required to wear face coverings and practice social distancing of six feet. Signs and messages will be displayed in and around school buildings.

General Health and Safety Standards aim to protect and support all staff and students, as well as consider reasonable accommodations for individuals who are at higher risk for severe illness from COVID-19. See list above or:
https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html
Staff members should reach out to their building principal or department administrator. Collaboration with individual staff members will give important information about: (1) an individual's condition being a health risk in school; and (2) a plan for an individual who may require special accommodations. A note from an individual's Health Care Provider (HCP) will be requested.

Students' families should reach out to their administrators and school nurses. Collaboration with individual staff members or students' families will give important information about: (1) an individual's condition being a health risk in school; and (2) a plan for an individual who may require special accommodations. A note from an individual's Health Care Provider (HCP) will be requested.

Preschool Sites:
Montrose Early Childhood Center
- Bonita Samuels, Principal bsamuels@somsd.k12.nj.us
- Steffi Golden, School Nurse, sgolden@somsd.k12.nj.us

Applecore Early Learning Center
- Stacy Brutus, Director smckenzie@applecorelearningecc.com
- Britney Moore, Assistant Director bmoore@applecorelearningecc.com
- Steffi Golden, School Nurse, sgolden@somsd.k12.nj.us

Le Petite Academy
- Pauline Lacey-Woode, Director placey@somsd.k12.nj.us
- Steffi Golden, School Nurse, sgolden@somsd.k12.nj.us

KinderGan
- Frumie Bogomilsky, Director kindergan@maplewoodjewishcenter.org
- Steffi Golden, School Nurse, sgolden@somsd.k12.nj.us

Zadies of the Oranges
- Winifred Smith, Director winifred.smith@zadiesoto.com
- Steffi Golden, School Nurse, sgolden@somsd.k12.nj.us

Elementary Schools
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- Zoila Correa, Assistant Principal zcorrea@somsd.k12.nj.us
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South Mountain School
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- Russell King, Assistant Principal rking@somsd.k12.nj.us
- Fiona Beatty, Secretary fbeatty@somsd.k12.nj.us
- Hilary Conway, School Nurse hconway@somsd.k12.nj.us

South Orange Middle School
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- Bernadine Smith, Secretary bsmith@somsd.k12.nj.us
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[See Appendix A – Critical Area of Operation #1 – General Health and Safety Guidelines]

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

(1)   Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.

(2)   When social distancing is difficult or impossible, face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.

      (a)   Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

(3)   In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings can be removed while students are seated at desks, but should be worn when moving about the classroom.

(4)   All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.

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

(6)   All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.

(7)   School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:

      (a)   In each classroom (for staff and older children who can safely use hand sanitizer).

      (b)   At entrances and exits of buildings.

      (c)   Near lunchrooms and toilets.

(d)   Children ages five and younger should be supervised when using hand sanitizer.

(e)   For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

(8)   School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.

(a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

South Orange & Maplewood School District:

Students will be separated by six feet. Student desks and seating in classrooms, cafeterias, multi-purpose rooms, and other spaces will be separated by at least six feet to the maximum extent practicable.

Face coverings are required for students, unless it will inhibit the individual's health. Face coverings are always required for staff, unless it will inhibit the individual's health. Short face covering breaks for students may be incorporated into the schedule as feasible, but only when social distancing can be maintained. Recommended time for face covering breaks is no more than five minutes indoors, ideally with windows open, and no more than ten minutes outdoors. Face coverings must cover the nose and mouth.

Exceptions to requirements for face coverings shall be as follows: 1) Doing so would inhibit the individual's health*; 2) The individual is in extreme heat outdoors; 3) The individual is in water; 4) The individual is under two years old; 5) The documented medical condition or disability* precludes the use of face covering.

*If an individual cannot wear a facial covering because it may inhibit the individual's health, two things are required:

1)   A note from the individual's health care provider submitted to the school nurse; and

2)   Approval from the District Physician. The individual may learn virtually until district physician approval.

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If an individual refuses to wear a face covering for a non-medical reason, that individual may not enter the building. A student who refuses to wear a face covering for a non-medical reason may learn virtually.

Use of shared objects will be limited when possible and/or cleaned between use with an EPA-approved product.

Adequate ventilation shall be ensured in indoor facilities, including operational heating and ventilation systems where appropriate. If A/C units are provided, filters will be maintained and changed according to manufacturer's recommendations. When weather allows, windows will be opened to allow for greater air circulation, unless doing so poses a safety or health risk.

Hand sanitizing stations with alcohol-based sanitizer/wipes (60% alcohol) will be prepared: in each classroom (for staff and children who can safely use hand sanitizer); at entrances and exits of buildings; near lunchrooms and toilets. In addition, to hand sanitizing stations - for classrooms that have existing sinks/handwashing stations – soap and paper towels will be prepared.

Hand hygiene opportunities will be provided during the school day. Students will be reminded to wash hands with soap and water for at least 20 seconds: 1) at the start of the day, 2) before eating, 3) after eating, 4) after using the bathroom, 5) after blowing their nose/coughing/sneezing, 6) when coming in from outdoor play. If washing with soap and water is not possible, use alcohol-based hand sanitizer/wipes. Children ages five and younger should be supervised when using hand sanitizer.

Attention will be given to keeping classes together to include the same group of children each day (cohorts), as feasible.

[See Appendix B – Critical Area of Operation #2 – Classroom, Test, and Therapy Rooms]

c. **Critical Area of Operation #3 – Transportation – Anticipated Minimum Standards Incorporated into the Plan**

(1) If the school district is providing transportation services on a school bus and is unable to maintain social distancing, a face covering must be worn by all students who are able to do so upon entering the bus.

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

(3) Every school bus, either district-owned or contracted, should be cleaned and disinfected before and after each bus route.

South Orange & Maplewood School District:

Transportation staff will be trained on the signs and symptoms of COVID-19 and COVID-19 workplace guidelines.

- Staff will go through daily health checks and face coverings must be worn.
- A transportation aide will be assigned to each bus. The transportation aide will be responsible to ensure students are following safety protocol and to periodically wipe down seats, seat belts and handrails.
- Students must wear face coverings. Accommodations for students who are unable to wear a face covering will be addressed to that student's particular need and in accordance with all applicable laws and regulations.
- Bus windows will remain open to increase ventilation to the fullest extent possible. Exceptions may be made for inclement weather and student medical conditions.
- Every school bus, either district-owned or contracted, will be cleaned and disinfected before and after each bus route.

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

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

(1) The Board's Plan should establish the process and location for student and staff health screenings.

(2) If physical distancing (six feet apart) cannot be maintained for individuals in line waiting to enter or exit a building, face coverings shall be worn while in the line.

(3) Each school in the district will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

South Orange & Maplewood School District:

Parents will screen students before their children leave the house for in-person instruction; Teachers (and staff) will screen themselves before leaving the house for in-person-instruction (See Appendix D for more information: Critical Area of Operation #5 – Screening, PPE and Response).

Students will have assigned entrances and exits. Students will be greeted by a staff member at entrances. Face coverings are required.

Visitors are not permitted to enter the building, unless they are essential visitors such as emergency and law enforcement personnel in their official capacity, DCP&P personnel and Health Department personnel. The principal may admit a visitor by appointment if the principal determines that it is

necessary. In that case, the visitor shall submit to the screening procedure before entering the building (i.e., temperature and exposure questionnaire) and shall be required to wear a face covering.

- Food delivery and other non-essential deliveries will not be allowed.
- Essential parent meetings will be done virtually.

Face coverings are required for students, unless it will inhibit the individual's health. Face coverings are always required for staff, unless it will inhibit the individual's health. Short face covering breaks for students may be incorporated into the schedule as feasible, but only when social distancing can be maintained. Recommended time for face covering breaks is no more than five minutes indoors, ideally with windows open, and no more than ten minutes outdoors. Face coverings must cover the nose and mouth.

Schools will provide physical guides such as tape on floors and sidewalks and signs on walls as applicable, to help ensure that staff and students remain at least six feet apart in lines and at other times (i.e., guides for creating one-way routes in hallways)

Nurses will provide band-aids and a pair of gloves to classrooms and/or related services staff.

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

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

(1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:

(a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.

(b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.

(c) Results must be documented when signs/symptoms of COVID-19 are observed.

(d) Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.

(2)   The Board must adopt procedures for symptomatic staff and students, which shall include the following:

(a)   Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.

(b)   If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

(c)   The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:

(i)   Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.

(ii)   Following current Communicable Disease Service guidance for illness reporting.

(iii)   An adequate amount of PPE shall be available, accessible, and provided for use.

(iv)   Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.

(v)   Continuous monitoring of symptoms.

(vi)   Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Services Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.

(vii)   Written protocols to address a positive case.

(3)   School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.

(4)   School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.

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

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

(6)   Exceptions to requirements for face coverings shall be as follows:

(a)   Doing so would inhibit the individual's health.

(b)   The individual is in extreme heat outdoors.

(c)   The individual is in water.

(d)   A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.

(e)   The student is under the age of two and could risk suffocation.

(7)   If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility may be denied.

South Orange & Maplewood School District:

Parents Screening Children
Parents will screen students daily before their children leave the house for in-person instruction. This includes temperature and symptom checking. A Parent Agreement Letter of Compliance with COVID-19 Guidelines will be sent to each family one time. It may be included in the Ecollect forms on PowerSchool. The letter includes: signs and symptoms of COVID-19; what to do when a child is ill; medical, health department and health insurance resources; travel advisory information; how to update emergency contact information on PowerSchool; the importance of sending healthy children

to school with a required facial covering; and the necessity of picking up ill children from school promptly.

- This tool encourages parents to be on the alert for signs of illness in their children and to keep them home when they are sick.
- Screening at home takes into account students with disabilities and any accommodations that may be needed in the screening process for those students at home.

Staff members will be instructed on signs and symptoms of COVID-19. Those who greet the children at the entrance doors will visually check for symptoms of illness (i.e., coughing) and send children who are acting ill to the nurse for evaluation. Teachers will be instructed on signs and symptoms of COVID-19 and send students who are acting ill to the nurse for evaluation.

Visual symptom check will be conducted safely and respectfully by staff members greeting students at the door and teachers observing student behavior, in accordance with any applicable privacy laws and regulations.

The school nurse will document results of evaluation when signs/symptoms of COVID-19 are observed.

Teachers & Staff

Teachers and staff will screen themselves daily before leaving the house for in-person-instruction. This includes temperature and symptom checking. A Staff Agreement Letter of Compliance with COVID-19 Guidelines will be sent to each staff member. The letter includes signs and symptoms of COVID-19; what to do when they feel ill; health department resources; travel advisory; and the importance of attending school with a facial covering.

Parents will be encouraged to be on the alert for signs of illness and to keep their children home when they are sick. Staff will be encouraged to be on the alert for signs of illness to stay home when they are sick.

Signs and Symptoms of COVID-19 based on CDC Guidance:
- Fever (100 F or greater)
- Chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others. Staff members will be sent home; students will remain in isolation in the nurse's office with

continued supervision and care until picked up by an authorized adult. Parents/staff will be instructed by the school nurse about continuous monitoring of symptoms, and encouraged to consult their Health Care Professional. A COVID-19 test may be recommended. Written guidance will be provided.

If an individual tests positive for COVID-19, and they are present in school, the individual will be safely and respectfully isolated from others in the nurse's office. Staff members will be sent home; students will remain in isolation in the nurse's office with continued supervision and care until picked up by an authorized adult. Parents/staff will be instructed by the school nurse about continuous monitoring of symptoms, and encouraged to consult their Health Care Professional. Written guidance will be provided.

It is the responsibility of the individual who tests COVID-19 positive, or the parent of the student who tests COVID-19 positive to notify the principal who notifies the superintendent.

If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, the principal and superintendent will immediately notify local health officials, who will provide next steps as to the timely notification of staff, and families of a confirmed case while maintaining confidentiality.

The Health Department will conduct Contact Tracing of those who came into contact with a person who has tested positive for COVID-19 to recommend next steps, such as self-quarantining, and to provide critical education and support in risk mitigation strategies.

The Health Department will provide next steps to the Superintendent and principal regarding quarantining of contacts and timely notification to the community. Methods for the school to assist in Contact Tracing include records of groups/cohorts, assigned staff, daily attendance.

Readmittance policies for individuals with symptoms related to COVID-19 and/or individuals who tested positive for COVID-19 will be consistent with local and state health department guidance and include: 1) being free of fever without the use of fever-reducing medications for the period of time directed by the local Health Department's current guidelines; and/or 2) being isolated or quarantined for the period of time directed by the local Health Department's current guidelines.

School nurses will follow current Communicable Disease Service guidance for illness reporting. There will be an adequate amount of personal protective equipment (PPE) available, accessible, and provided for nurse's office use.

Face coverings are required for students, unless it will inhibit the individual's health. Face coverings are always required for staff, unless it will inhibit the individual's health. Short face covering breaks for students may be incorporated into the schedule as feasible, but only when social distancing can be maintained. Recommended time for face covering breaks is no more than five minutes indoors, ideally with windows open, and no more than ten minutes outdoors. Face coverings must cover the nose and mouth.

PPE: Recommend providing two washable cloth masks to each employee and student. Additionally, provide face shields for each staff member. These items can be cleaned and reused. Disposable PPE will be available in the event PPE malfunctions or someone "forgets" to bring their PPE. High grade disposable PPE will be purchased for critical areas (i.e. medical offices/isolation room)."

Exceptions to requirements for face coverings shall be as follows:
- Doing so would inhibit the individual's health*
- The individual is in extreme heat outdoors
- The individual is in water
- The individual is under 2 years old
- The documented medical condition or disability* precludes the use of face covering

*If an individual cannot wear a facial covering because it may inhibit the individual's health, two things are required: 1) an note from the individual's health care provider submitted to the school nurse; and 2) approval from the District Physician. The individual may learn virtually until district physician approval.

If an individual refuses to wear a face covering for a non-medical reason, that individual may not enter the building. A student who refuses to wear a face covering for a non-medical reason may learn virtually.

Face coverings must be worn by visitors who are deemed by the principal to be necessary visitors. Visitors are not permitted to enter the building, unless they are essential visitors such as emergency and law enforcement personnel in their official capacity, DCP&P personnel, and Health Department personnel. The principal may admit a visitor by appointment if the principal determines that it is necessary. In that case, the visitor shall submit to the screening procedure before entering the building (i.e., temperature and exposure questionnaire) and shall be required to wear a face covering.

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

f. Critical Area of Operation #6 – Contact Tracing

(1) The NJDOE Guidance does not include any "anticipated minimum standards" for contact tracing. However, all school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the Superintendent or designee should be provided information regarding the role of contact tracing conducted by State, county, and local officials.

(2) School officials should engage the expertise of their school nurses on the importance of contact tracing.

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

South Orange & Maplewood School District:

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 a long-standing practice in New Jersey and around the world and is an integral function of local health departments in keeping communities safe from the spread of disease.

Upon notification that a resident has tested positive for COVID-19, a local health department will call that resident 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. Trained professionals 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 in consultation with the building principal, shall establish measures for a system of open communication that allows staff, students, and families to self-report symptoms and/or suspected exposure.

The local Health Officer will begin the process of contract tracing and provide guidance to the school and district for next steps. Methods for the school to assist in contact tracing include records of groups/cohorts, assigned staff, and daily attendance.

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

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

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

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

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

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

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

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

(i)Classroom desks and chairs;

(ii)Lunchroom tables and chairs;

(iii)Door handles and push plates;

(iv)Handrails;

(v)Kitchens and bathrooms;

(vi)Light switches;

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

(viii)Buttons on vending machines and elevators;

(ix)Shared telephones;

(x)Shared desktops;

(xi)Shared computer keyboards and mice;

(xii)Drinking fountains; and

(xiii)School bus seats and windows.

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

South Orange & Maplewood School District:

School will continue to adhere to existing required facilities cleaning practices and procedures. Additional custodians will be hired to disinfect surfaces and objects that are frequently touched. This includes objects/surfaces not ordinarily cleaned daily (e.g., Classroom desks and chairs,

lunchroom tables and chairs, door handles and push plates, handrails, kitchens and bathrooms, light switches, handles on equipment, buttons on vending machines and elevators, white boards, shared telephones, shared devices, shared computer keyboards and mice, drinking fountains, school bus seats and windows. Cleaning products that are EPA-approved for use against the virus will be used.according to the directions on the label. Bathrooms will be sanitized daily using protocols outlined by the Environmental Protection Agency (EPA). HEPA filters will be used in air ventilation systems. Sanitizing devices will be installed in rooms to the fullest extent possible. Finally, sanitizing machines will run continuously to help remove viruses and bacteria from the air (these machines are safe to use while spaces are occupied).

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

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

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

    (a) Stagger times to allow for social distancing and clean and disinfect between groups.

    (b) Discontinue family style, self-service, and buffet.

    (c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.

    (d) Space students at least six feet apart.

    (e) Require that individuals must wash their hands after removing their gloves or after directly handling used food service items.

South Orange & Maplewood School District:

Meals: Since school schedules are 4-hour days, lunch will not be served; food services will have prepared grab and go meals available to students.

In schools with breakfast programs: Individual schools may decide to use the cafeteria and/or group dining area and/or classroom and/or outside space as feasible. Space students at least 6 feet apart; Discontinue family style, self-service, and buffet; or consider individually-plated or meals in pre-packaged boxes or bags; Clean and sanitize surfaces and let dry; Ensure no sharing of food; Encourage proper hand washing before and after eating; use disposable food service items as feasible; Ensure the safety of students with food allergies.

Food may only be eaten at designated times and places.

No-Food Celebrations: Parents/guardians may collaborate with teachers and administrators on a way to celebrate birthdays, holidays, or achievements but food may not be part of classroom festivities.

- **Preschool Program:** The preschool schedule is a 4-hour day. In classroom lunch is not required. Prior to dismissal, lunch will be made available to all students. Meals will be sent home with the students. On any day that a student is not on-site, families can pick up meals at a designated location each day.
- **Elementary and Middle Schools:** The elementary and middle school schedule is a 4-hour day. Cafeteria dining is not required. Food services will have prepared grab and go meals available to students daily. Students can pick-up meals at a designated location each day.
- **High School:** The CHS schedule is a modified half-day schedule. Cafeteria dining is not required for lunch; students will not be permitted to go outdoors for lunch (during school instruction) and outside food delivery is no longer allowed to the school due to Covid-19 restrictions. Food services will have prepared meals grab and go meals available to students daily. Students can pick-up meals at a designated location each day.

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

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

            (a)   Stagger recess, if necessary.

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

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

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

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

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

(g)   Locker rooms 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.

    (i)   If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.

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

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

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

South Orange & Maplewood School District:

For both Recess, Physical Education and Preschool Gross Motor Activities: Activities will be staggered. If two or more groups are participating at the same time, they should have at least six feet open space between them. Specific areas will be designated for each class to eliminate group mixing.   If using playground equipment, stagger its use and establish frequent disinfecting protocols. Boundaries between groups may be created with cones, flags, tape. Students will wash hands after recess, gross motor and/or PE activities.

For Physical Education: Locker rooms may be closed to mitigate risk that comes with crowding and high contact surfaces. Students will 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 PE without the use of a locker room. Direct contact with equipment will be limited or eliminated (lessons with no equipment) and - if equipment is used with a group - sharing of

equipment will not be allowed. If equipment must be used, it will be cleaned and disinfected between use.

Hallway Lockers: These also will not be used so as not to create areas of congregation for students.

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

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

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

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

South Orange & Maplewood School District:

The district will restrict the use of school/district facilities to district-sponsored extracurricular activities and groups with a schedule for cleaning and disinfecting after their use. Social distancing and hygiene protocols will be maintained by these groups under the supervision of their coaches and activity leaders. Activities in buildings after school must be significantly diminished to the fullest extent possible to allow for proper cleaning time; therefore, external community organizations that use school/district facilities will not be allowed. SOMSD will cancel field trips, assemblies, and/or other large gatherings.

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

2. **Academic, Social, and Behavioral Supports**

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

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

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

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

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

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

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

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

____ Not Being Utilized

_X_ Being Developed by School Officials

_X_ Currently Being Utilized

South Orange & Maplewood School District Status:

Social-emotional learning will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. SOMSD Social Workers will be working to create a variety of scripts to be used by the teachers for different scenarios. Social Workers will continue providing counseling to students and are also considering creating a "support line" for parents and staff to utilize. The Social Workers are also working on a plan to implement a "buddy system/mentor program" for students transitioning into new K-12 schools this year.

b. *Multi-Tiered Systems of Support (MTSS)*

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

____ Not Being Utilized

_**X**_ Being Developed by School Officials

_**X**_ Currently Being Utilized

South Orange & Maplewood School District Status:

The MTSS system alongside Intervention and Referral Services (I&RS) and the Preschool Intervention and Referral Team (PIRT) will continue to be utilized by staff and families to support students. Meetings will continue being held virtually to discuss any I&RS or PIRT concerns that teachers or families have. Resources for behavior and emotional well-being will be provided by the Social Workers, Guidance Counselors and PIRT Coach, and academic resources will be provided by teachers and specialists on the team.

      c.   *Wraparound Supports*

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

      ____ Not Being Utilized

      _**X**_ Being Developed by School Officials

      _**X**_ Currently Being Utilized

South Orange & Maplewood School District Status:

SOMSD recognizes the importance of providing wraparound services to address the academic, behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment. SOMSD will utilize social work interns to provide executive functioning support to K-12 students in need. SOMSD will also be providing a directory of mental health resources for students and families to access, and this will be housed on our district website. There will also be expert speakers conducting web-based workshops for students and families to address some of the challenges faced by students and families during this time of remote/hybrid learning

      d.   *Food Service and Distribution*

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

      ____ Not Being Utilized

      ____ Being Developed by School Officials

_**X**_ Currently Being Utilized

South Orange & Maplewood School District Status:

The District throughout school closure starting on March 16, through the summer partnerships has been providing grab and go lunches to any student in need from our District (as well as neighboring districts). As we open for Fall 2020 and utilize both a hybrid and virtual model, grab and go lunches will be available for any student who is in need.

e. *Quality Child Care*

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

____ Not Being Utilized

_**X**_ Being Developed by School Officials

____ Currently Being Utilized

South Orange & Maplewood School District Explanation:

The proposed hybrid schedule may present childcare challenges to families who may not otherwise need childcare, but now they require it. SOMSD is currently working with local childcare centers to determine the feasibility of childcare options for families in need due to modified and hybrid schedules. SOMSD is also exploring grant opportunities as well as scholarships for the possibility of utilizing outside tutors to work in outdoor spaces across the district to provide childcare options to families in need.

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

B. Leadership and Planning

The Leadership and Planning Section of the Board's Plan references guidance, requirements, and considerations for the school district regarding district and school-wide logistical and operational issues with which administrators will contend in planning to reopen schools.

The provisions marked "anticipated minimum standards" as outlined in the Guidance have been incorporated into the Board's Plan and corresponding protocols, as applicable.

The Leadership and Planning section of the Guidance also provided "additional considerations" that assisted school officials in considering ways to adhere to the "anticipated minimum standards".

1. Establishing a Restart Committee

   a.   A Restart Committee should be established as collaboration is critical to the development of the Board's Plan.

   b.   The Restart Committee should include school district and   school-level administrators, members of the local Board of Education or Charter School Board of Trustees, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.

   c.   The Restart Committee should work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the district Plan.   Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board's Plan.

   d.   The Restart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.

   e.   The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

South Orange & Maplewood School District:

The South Orange & Maplewood School District established a Restart Committee, SOMSD ReThink-ReOpen Task Force, in June 2020 to consider school-wide logistical and operational issues going forward to September 2020 and to improve/enhance previously implemented practices from March 2020 – June 2020 (as a result of the immediate and mandated New Jersey school shutdown, address anticipated minimal standards set forth by the NJDOE and to adhere to all State, local, CDC and local health guidelines).

The Restart Committee reflects the diversity of the school community consisting of 31 individuals representing District Central Office, school-level administrators, local health officials from both South Orange and Maplewood, the South Orange & Maplewood Education Association, and the District Administrators Association. The Restart Committee developed 13 sub committees: Health/Wellness/Screening; Curriculum/Instruction/Assessment; Virtual Learning/In-Person Learning; Cleaning/PPE; Staffing; Scheduling/Instructional Models; Special Education; Transportation; Pre-K; Policy; Co-Curricular/Sports; Communication; and Emergency Closing.

Sub-committee membership includes teachers, parents, health officials, and students. The Superintendent additionally established a volunteer parent feedback committee to review plans and share their thoughts.

The ReStart Committee began work by assembling a 65 page document examining what we knew about COVID-19 (stages; local, national and global trends),CDC research and guidance on the reopening of schools, protective measures, New Jersey's reopening stages, the NJ State reopening structure, recommendations from U.S. pediatricians, research compiled by New Jersey School Boards Association, U.S state reopening plans (Maryland, Michigan, New York, Missouri), world-wide re-openings (China, Denmark, Norway, Singapore, Taiwan, Spain, France, Italy, South Korea, Australia) and various in-person, remote and hybrid educational models.

The Restart Committee met virtually every Tuesday and Thursday June – August with sub-committees meeting several times each week as well. Sub committees became more defined by age, grade level, content, or school specific needs as deemed necessary.

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

    a.   School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.

    b.   Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.

    c.   Members of the school teams should include a cross section of administrators, teachers, staff, and parents.

    d.   Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.

    e.   If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.

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

    (1)School Principal or Lead Person;

    (2)Teachers;

    (3)Child Study Team member;

(4) School Counselor or mental health expert;

(5) Subject Area Chairperson/Director;

(6) School Nurse;

(7) Teachers representing each grade band served by the school district and school;

(8) School safety personnel;

(9) Members of the School Safety Team;

(10) Custodian; and

(11) Parents.

g. The Pandemic Response Team is responsible for:

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

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

(3) Providing staff with needed support and training.

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

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

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

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

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

South Orange & Maplewood School District:

Each district school: Columbia High School, Maplewood Middle School, South Orange Middle School, Tuscan Elementary School, Clinton Elementary School, Marshall School, Seth Boyden Elementary School, South Mountain Elementary School and Annex, Jefferson Elementary School and Montrose Early Childhood Learning Center have established Pandemic Response Teams. Team members are on file at the Central Office HR Department. Each Pandemic Response Team is composed of the specified representative members: the school principal, teaching staff members, a school counselor, the school nurse, grade level teachers, custodial staff, parents and where appropriate, department supervisors. The Pandemic Response Teams will oversee implementation of school level health and safety data, communicating to the Central Office and to the school community. The team will also open lines of communication between families, staff and students during this challenging time to ensure the workings of a positive school climate. The Team will meet regularly informing the district of any challenges or changes that need to be made to continually improve the Plan and our return and recovery efforts.

[See Appendix M – Pandemic Response Team]

3. Scheduling

   a. The Board's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey

      Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.

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

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

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

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

(1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology- based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

(2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

d. The school district should accommodate educators teaching   in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in the classroom receive instruction. School officials may:

(1) Provide teachers common planning time.

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

(a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.
(b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.

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

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

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

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

South Orange & Maplewood School District:

A teacher is required to be live per class if teaching virtually (for example summer school classes were 150 minutes; 75 minutes were required to be live, with 30 minutes of office time and 45 minutes of live instruction). Dependent upon the length of time proposed and agreed to by the scheduling committee and the virtual learning committee, it is recommended that teachers spend a minimum of ⅓ time in instruction, ⅓ time working with individual students and ⅓ time providing videos or other resources.

All District students will begin the school year with a two-week virtual start, after which in-person learning at schools would begin for the hybrid (starting with Cohort A) and special services (i.e. English language learners and select special needs) students on Monday, September 21; virtual only students would continue their instruction online. For the first two weeks, from September 8 to September 18 all students will attend school virtually; after which we would transition to our hybrid (in-person/virtual) and virtual only (remote) models (the high school's schedule is slightly different and can be found in Appendix N). The District believes that introducing a two-week virtual start will support the physical and mental health as well as learning needs of our community by allowing:

- A strong orientation to the online (Canvas) platform for staff, students and families;
- Staff that are coming in-person to be able to practice with their in-person students "this is what it will look like";
- Staff that are coming in-person to be able to teach from their school buildings and schools to be able to practice together entry, exit and bathroom schedules, etc.;
- Schools to run daily health messages to staff and students;
- A two-week period for students and families to be home and not travelling to areas of high incidence of COVID-19; and
- Time for Parent/Guardian and Staff agreement letters collection, organization and follow-up

Hybrid: Preschool, Elementary & Middle Schools

Hybrid Model - (A/A & B/B) Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
In-Person / Virtual Instructional Days	Group A 4 Hours of instruction in school - in the Mornings	Group A 4 Hours of instruction in school - in the Mornings	Group B 4 Hours of instruction in school - in the Mornings	Group B 4 Hours of instruction in school - in the Mornings	Group A Group B Group C 4 Hours All Virtual Instruction (mix of live, pre-recorded and independent work)– Morning Session
	Group B • 3 Hours *virtual instruction in the morning • 1 Hour live with a teacher in the afternoon	Group B • 3 Hours *virtual instruction in the morning • 1 Hour live with a teacher in the afternoon	Group A • 3 Hours *virtual instruction in the morning • 1 Hour Live with a teacher in the afternoon	Group A • 3 Hours *virtual instruction in the morning • 1 Hour Live with a teacher in the afternoon	
English Language Learner and Select Special Needs Programs **4 Day In-Person Instruction**	Group C 4 Hours of instruction in school - in the Mornings	Group C 4 Hours of instruction in school - in the Mornings	Group C 4 Hours of instruction in school - in the Mornings	Group C 4 Hours of instruction in school - in the Mornings	

Virtual Only Schedule: Preschool, Elementary & Middle School

Virtual Only Model					
	Monday	Tuesday	Wednesday	Thursday	Friday
Virtual Only Students	4 Hours of instruction, which may include a mix of: Live virtual instruction Pre-recorded instruction Teacher led small-group instruction Independent practice 1 hour live with a teacher in the afternoon				**All District Virtual Day** 4 Hours All Virtual Instruction (mix of live, pre-recorded and independent work)– Morning Session

[See Appendix N – Scheduling of Students]

4. Staffing

    a.   The school district should consider access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year should consider unique needs of each staff

member, such as access to technology, social and emotional health, and child care concerns.

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

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

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

e.   In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency.   While the relevant Executive Orders are in effect, these flexibilities will apply:

(1)   Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.

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

(3)   Certification

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

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

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

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

b.   Instructional staff should:

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

(2)   Limit group interactions to maintain safety.

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

(4)   Become familiar with district online protocols and platforms.

(5)   Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.

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

(7)   Provide regular feedback to students and families on expectations and progress.

(8)   Set clear expectations for remote and in-person students.

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

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

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

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

(13)   Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.

(14)   Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).

(15)   Limiting on-line activities for preschool students.

c.   Mentor teachers should:

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

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

(3)   Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.

(4)   Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.

(5)   Continue to maintain logs of mentoring contact.

(6)   Mentor teachers should consider all health and safety measures when doing in-person observations.

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

(8)   Consider alternative methods for classroom observations and avoiding in-person contact where possible.

d.   Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:

(1)   Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.

(2)   Provide time for staff collaboration and planning (See Scheduling section).   Prioritize practical science and practical CTE areas for on-site opportunities.

(3)   Prioritize vulnerable student groups for face-to-face instruction.

(4)   Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.

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

(6)   Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.

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

(8)   Assess teacher, student, and parent needs regularly.

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

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

(11)   Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.

(12)   Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.

(13)   Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.

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

(15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.

(16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.

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

(18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.

e. Educational services staff members should:

(1) Lead small group instruction in a virtual environment.

(2) Facilitate the virtual component of synchronous online interactions.

(3) Manage an online platform for small groups of in-person students while the teacher is remote.

(4) Assist with the development and implementation of adjusted schedules.

(5) Plan for the completion of course requests and scheduling (secondary school).

(6) Assist teachers with providing updates to students and families.

(7) Support embedding of SEL into lessons.

(8) Lead small group instruction to ensure social distancing.

(9) Consider student grouping to maintain single classroom cohorts.

(10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

f. Support staff/paraprofessionals may:

(1) Lead small group instruction to ensure social distancing.

(2)   Consider student grouping to maintain single classroom cohorts.

(3)   Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

(4)   Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.

(5)   Provide real-time support during virtual sessions.

(6)   Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.

(7)   Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.

(8)   Lead small group instruction in a virtual environment.

(9)   Facilitate the virtual component of synchronous online interactions.

(10)   Family Workers will need to provide support to parents via virtual platforms (Pre-school).

g.   Substitutes

(1)   Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.

(2)   Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.

(3)   Designate substitutes to a single school building or grade level to avoid too much movement between schools.

(4)   Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

6.   Educator Roles Related to School Technology Needs

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

(1)   Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule

and assigning a technology point person to teachers by grade level or content area.

(2)   Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).

(3)   To the extent possible, provide district one-to-one instructional devices and connectivity.

(4)   Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).

b.   To ensure student teachers are prepared to start supporting instruction on day one, districts should:

(1)   Train student teachers to use technology platforms.

(2)   Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.

(3)   Survey assistant teachers to determine technology needs/access (Pre-school).

(4)   Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

c.   Student teachers should:

(1)   Obtain a substitute credential to gain the ability to support students without supervision as needed.

(2)   Lead small group instruction (in-person to help with social distancing).

(3)   Co-teach with cooperating teacher and maintain social distancing.

(4)   Manage online classrooms for asynchronous hybrid sessions while the cooperating teacher teaches in-person.

(5)   Implement modifications or accommodations for students with special needs.

(6)   Facilitate one-to-one student support.

(7)   Lead small group instruction virtually while the classroom teacher teaches in-person.

(8)   Provide technical assistance and guidance to students and parents.

(9)   Develop online material or assignments.

(10)   Pre-record direct-instruction videos.

(11)   Facilitate student-centered group learning connecting remote and in-person students.

d.   Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:

(1)   Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades   Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.

(2)   Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).

(3)   Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.

(4)   Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.

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

[See Appendix O – Staffing]

South Orange & Maplewood School District:
  – **(4) Addresses Staffing (a, b, c, d, e)**
  – **(5) In-Person and Hybrid Learning Environments**
  – **(6) Educator Roles...School Technology Needs**

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STAFFING:

In order to ensure the safety and well-being of all staff in the South Orange Maplewood Community, the District Office, in conjunction with the Board of Education, believes it is necessary to understand the unique needs of each staff member. Utilizing survey results from the SOMEA bargaining unit, ASCA bargaining unit and Central Office, the staffing sub-committee of the Re-Opening task force believes it necessary to delay the return of students to the physical structures of the school system as we continue to provide training in the use of technology, deployment of technology and focused staff development on the social and emotional needs of our students. In addition to the Technology Department training of staff in the use of Canvas software and the deployment of additional technology to both staff and students, the committee suggests the training of all staff in Trauma Informed Decision Making from Effective School Solutions to address the social emotional needs of all students.

As is required by the State of New Jersey, the district will be providing all staff with the necessary PPE to ensure their ability to perform the duties of their job. During training, staff will be instructed in best practices for maintaining their health and wellness (use of mask, washing of hands, social distancing, etc.). The Central Office and Human Resources Department will review on a case by case basis the needs of each staff member in compliance with ADA, and HIPAA protocol/regulations.

Mentor Guidance
- Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support. This can be in the form of Google Meets or in person (maintaining all social distancing rules/guidelines)
- Identify the most immediate issues to address with the Mentee considering technology needs and how to provide effective remote instruction. All teachers must be provided with adequate technology (IT Dept) to fulfill this requirement.
- Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support. (Mentor teachers will be invited to co-teach classrooms with the Mentee to provide feedback).
- Continue to maintain logs of mentoring contact.

Educator Evaluation:
In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
- Temporary Instructional Certificate Guidance
- Temporary Administrative Certificate Guidance
- Updated guidance on the waiver of the performance assessment (edTPA)
- Other flexibilities related to certification requirements and required assessments
  - All Tenured Teacher, (Principals, APs, VPs and other certified staff) in good standing, will be marked Not Evaluated (NE) for their summative rating
  - Summative Scores are required for teachers working under provisional certificates and non-tenured Teachers, Principals, APs VPs and other certificated staff. These staff members must have:
    - A minimum of 2 observations
    - Observations conducted before the SOMSD shutdown, March 13

- Receive a summary conference
- NO measure of student learning will be included in the summative such as SGO, SGP

Administrators:

In addition to administrators' non-instructional responsibilities to ensure quality of continued learning in person or virtually, administrators will balance the schedules of staff between in person instruction and virtual instruction. The administrator will consider the roles of staff with health concerns and child-care issues, working with the Human Resources Department to leverage those staff who are unable to participate in in- person teaching.

A survey will be conducted at each building to identify those staff members able to work full time at the school building, those able to work part time at the facility (and develop a schedule as such; 2 days in 3 days virtual, etc.) and those unable to enter the building. Administration will work with SOMEA to ensure the adherence to contractual language (5 classes a day, could be 5 virtual, 5 physical or a mix). Schedules will be created that include lunch, preps and duties as per contractual language. All efforts will be made to provide time for staff collaboration and planning.

Administrators will be invited by teachers who are using virtual teaching to be a co-teacher in the classroom for observation purposes. Being a co-teacher allows the administrator to be an active participant in the class therefore allowing them to see the instruction of the teacher as well as the interaction of students. In person teaching will be observed as normal.

Administrators will be expected to assess teacher, student, and family needs regularly (as per discussion with ASCA) and adjust schedules of students and staff who may be required to quarantine. They will create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their student's experience and learning while out of school.

Administrators will facilitate the virtual component of synchronous online interactions between parents, students, and teachers.

The administrator will work with the technology department in the central office to ensure students and parents receive necessary technology supports to access instruction.

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

Teachers, instructional assistants, educational services professionals:

Teachers with the assistance of instructional assistants will be required to provide and be accountable for daily instruction of all students whether in person or virtually. In leading this instruction, teachers will:
- Reinforce social distancing protocol with students in a classroom setting
- Limit group interactions to maintain safety.
-

- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities. Teachers will work together to develop a template for teaching (it is essential the template be used across the District to maintain consistency in learning for all students whether virtual or in person).
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Provide regular feedback to students and families on expectations and progress.
- Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.

Educational Services:
- School Counselors, Social Workers, and Child Study Team members will conduct virtual meetings with students and parents as necessary. In several cases the school counselor, social worker, or CST member performs their duties in a small, often non-ventilated office, therefore it is not recommended via CDC guidelines to conduct face to face sessions with families as maintaining social distancing may not be achieved.
- Lead small group instruction in a virtual environment.
- The SAT is scheduled to be administered on the national testing dates, and CHS is also planning to offer school-based testing for our Juniors and Seniors for the first time. The PSAT is scheduled to be offered as usual.
- The CHS Counseling Center is currently registering college admission counselors for virtual visits with our students via Webex throughout the fall. These will be available to our students after school hours so as not to interfere with instructional time. Counselors will also be disseminating information regarding virtual tours and information sessions throughout the fall like we did this spring.
- Counselors will be holding individual post-secondary planning meetings with Seniors and their families virtually. They will create calendars via SCOIR, our new post-secondary planning program, and students will be able to sign up for a time. These meetings begin at the end of September and go through Thanksgiving. In the meantime, the Counseling Center is running an 8 week application planning series consisting of "assignments" and tips regarding the application process via our Counseling Center Google Classroom and SCOIR. Once we solidify the return to school schedule, virtual application workshop times will also be announced.
- The CHS Counseling Center will host virtual Parent/Guardian evening workshops for each grade level through the fall, and will also host a Financial AId night.
- Counselors will have drop in office hours (Google Meet) posted during which groups of students can come online to chat or ask questions.
- Counselors will be holding virtual individual post-secondary planning meetings with Juniors and families in early 2021.
- Counselors also run small group meetings for sophomores and freshmen at various times throughout the year. They will do this virtually if we are not back in school.
- District SAC counselors will provide virtual counseling assistance to students in need, as well as disseminate resources necessary to address mental health, substance abuse, and related issues.
- Counselors will assist with the development and implementation of adjusted schedules.

- Counselors will plan for the completion of course requests and scheduling (secondary school).
- Assist teachers with providing updates to students and families.
- Support embedding of SEL into lessons. Lead small group instruction to ensure social distancing.

Instructional Assistants:
- Paraprofessionals that usually serve in physical classrooms supporting students and teachers may also provide support in the virtual environment, especially for struggling students, those with special needs, English language learners, and those that need additional support at home.
- Paraprofessionals may (under teacher supervision or as directed by teacher):
- Lead small group instruction to ensure social distancing (dependent upon the size of the room and number of students).
- Pre-record read-alouds and videos around SEL activities and routines
- Provide real-time support during virtual sessions.
- Research websites, videos, and links for accessible activities at teachers request that can be incorporated into lessons.
- Paraprofessionals can be added to online classes as co-teacher.
- Lead small group instruction in a virtual environment.

Substitutes:
It is our recommendation that each building be staffed with a minimum of three (3) permanent/building based substitutes. The building based substitutes, in accordance with CDC guidelines, will be attached to one building ensuring less movement and the creation of pods of individuals who can be utilized at each facility. In addition, it is recommended that those staff members who have been surveyed who may not be able to come on a regular basis due to health concerns, child care issues or other health related issues (people at home that they care for) be allowed to work a mixed schedule if able, possibly serving one day a week as an in-building substitute (their schedule will reflect this in accordance with contractual language).

It is also recommended that the District work with a school nurse staffing agency to ensure additional substitute nurses for the beginning of the school year. This will promote fluid movement in the beginning as we enter unfamiliar territory.

Student Teachers:
To ensure student teachers are prepared to start supporting instruction on day one, we:
- Have surveyed potential student teachers as to their desire to serve in school or virtually
- Will determine technology needs/access.
  - o We will provide District loaner devices (where possible) or work with partner institutions to provide loaner devices.
  - o Prior to the start of the school year, provide District email addresses and access to online platforms
  - o Train student teachers to use technology platforms.
  - o Communicate District expectations/guidelines regarding professional online etiquette/ interactions with students.

- In a fully in-person setting, student teachers under the supervision of a cooperating teacher, will continue to support instruction. It is recommended that student teachers:
- Obtain a substitute credential to gain the ability to support students without supervision as needed.
- Lead small group instruction (in-person to support social distancing).
- Co-teach with cooperating teachers via online courses.
- Manage online classrooms for asynchronous hybrid sessions while the cooperating teacher provides in-person instruction.
- Facilitate one-to-one student support.
- Provide technical assistance and guidance to students and families.
- Pre-record direct-instruction videos.
- Facilitate student-centered group learning connecting remote and in-person students.

Schedules:
As shared above, a teacher is required to be live per class if teaching virtually (for example summer school classes were 150 minutes; 75 minutes were required to be live, with 30 minutes of office time and 45 minutes of live instruction). Dependent upon the length of time proposed and agreed to by the scheduling committee and the virtual learning committee, it is recommended that teachers spend a minimum of ⅓ time in instruction, ⅓ time working with individual students and ⅓ time providing videos or other resources (this might look like 20 minutes live instruction, 20 minutes of students trying the new or reviewed skill (with the teacher working in private chats with students who need additional help), and 20 minutes of a Khan Academy video or the reading of resource material from a website). The administrator will work to create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.

In-Person/Hybrid/Virtual Learning:
Instructional staff co-create and deliver coherent units that are aligned to prioritized learning standards and include student learning objectives, engaging and learner-centered work, and aligned assessments. Instructional staff collaborate weekly to design coherent lessons and units. While these plans will be similar for groups of students in the same subject areas, grade bands, or mastery levels, they are modified to include support and services for students with IEPs and 504 plans, and English Learners. Instructional staff collaborate throughout the week to deliver instruction, provide feedback to students, and strengthen family-school learning partnerships. Dedicated time is devoted to staff collaboration and intervention and support for students.

- Learning Management System: All grades and classes use Canvas as the primary Learning Management System (LMS) while in person and remote learning takes place. Both elementary and secondary schools will use consistent Canvas modules and layouts across classes and grades, with some variation between the two levels.

Designing Instruction

- *Priority Learning Standards***:** With a focus on the depth of student learning and not the pace, instructional teams will prioritize content by leveraging the structure of college- and career-ready mathematics and ELA/literacy standards. Other content areas will

similarly prioritize learning standards and adapt scope and sequences to develop deep student learning.

- *Coherent Units***:** Instructional staff will develop coherent, culturally responsive and sustaining units centered on priority learning standards. These units will include learning objectives, appropriately challenging learning experiences and supports, and assessments.

- *Learner Framework***:** Instructional staff will design engaging, flexible learning experiences within each unit that empower students to own their learning and engage in productive struggle that is designed to be:
  - **Learner Connected:** Students will engage in learning that transcends location, connecting them to a strong and deep set of supports.
  - **Learner Focused:** Students will be empowered to develop and reflect on their understanding of their needs, strengths, and interests.
  - **Learner Led:** Students will be empowered to take ownership of their learning.

Source-Columbia University/Center for Public Research and Leadership

Priorities for Virtual Learning:

Priority 1: Build Community
(Recommendation-10 days of fully remote learning for community building, health protocols and Canvas learning).
- Learning Cohorts
- One-on-one check ins
- Establish online norms and review of SOMSD virtual learning code of conduct (included in all SOMSD 2020-2021 handbooks for students and families)
- Create moments for celebration and fun (Spirit weeks, talent shows, etc.)
- Include Parents and Families

Priority 2: Clear and Consistent Communication to Teachers, Students and Families
- Build a Learning Hub: (Canvas)
- Landing Page for Parents/Families
- Unit Mapping: clear wayfinding
- IT centrally deploying solutions

Priority 3: Rethink Unit and Assessment design: Transform!
- Focus on enduring understandings: Use performance tasks as opposed to traditional testing
- Curricular choices should be relevant, empowering, vital: C3 Standards Examples
- Amplify student agency to tap into motivation: shift from a compliance based model
- Focus on formative assessment and feedback

Priority 4: Rethink time and team structure for students and faculty
- Build in planning time to our schedule: Wellness Wednesday or Feel Good Fridays.
- Emphasize collaboration between teachers: Build support cohorts.

- Leverage the strength of the distance learning model for students: flexible approach to time. Do not try to replicate a regular block schedule online.
- Build in time for small group interactions: office hours (available each day in the afternoon)

[See Appendix O – Staffing]

7. Athletics

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

The South Orange & Maplewood School District

Athletics and other extracurricular activities offer students the opportunity to apply academic skills in a real-world context, improve their social skills, and provide further socializing imperative for a well-rounded education. It is important that we continue as many extracurricular opportunities for students as possible during this time as safely as possible. Therefore, the high school will begin preparation for Fall sports operating under guidance of the NJSIAA (View: Athletics at Columbia High School).

[See Appendix P – Athletics]

C. **Policy and Funding**

The impact of the COVID-19 pandemic presents many fiscal challenges to the school district for delivery of instruction and related services to students in addition to other basic operational needs. Readying facilities, purchasing supplies, transporting, and feeding students may look drastically different in the 2020-2021 school year. The Policy and Funding section of the Board's Plan focuses on existing and pending Federal and State legislation, regulations, and guidance.

1. School Funding

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

(1) Elementary and Secondary School Emergency Relief Fund;

(2) Federal Emergency Management Agency – Public Assistance; and

(3)   State School Aid.

b. School District Budgets

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

c. School Funding

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

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

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

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

D.   Continuity of Learning

Ensuring the continuity of learning is critically important during this time of great stress for families, educators, and students. The move to a fully virtual learning environment happened quickly and created significant challenges for staff and students, particularly students already considered at-risk prior to the pandemic. School officials should work

closely with their stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are in need of in-person

instruction. This may include, but is not limited to, students with disabilities, English language learners (ELL), homeless youth, and low-income students.

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

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

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

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

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

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

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

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

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

      (3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if

additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.

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

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

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

The South Orange & Maplewood School District: *Continuity of Learning, Special Service*

Implementation of IDEA
Students with disabilities will have their IEPs implemented to the greatest extent possible. The focus on IEP implementation is to provide as many in-person opportunities as possible for our most vulnerable students. All related services will continue being provided either in-person or virtually.

Extended School Year
The Extended School Year (ESY) was delivered virtually and offered to every student who was eligible. Related services were provided virtually during the ESY period.

Medically Fragile Students
In order to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504, the district will ensure home instruction procedures are followed. The Board of Education shall provide instructional services to an enrolled student whether a general education student in Kindergarten through grade twelve or a special education student age three to twenty-one when the student is confined to the home or another out-of-school setting due to a temporary or chronic health condition or a need for treatment that precludes participation in their usual education setting, whether general or special education. All Individual Health Plans will be monitored by the School nurse with input from the School District physician as needed.

Compensatory Services
- The IEP team will utilize a compensatory checklist to review student data and progress to determine whether critical skills were lost during remote instruction. IEP teams will be meeting to determine the need for possible additional services to address learning loss.

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

- All Child Study Team members and Related Service providers will be working together to review missed services and student progress towards IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.

Evaluations and Mandated Meetings
- The Supervisors are working to ensure overdue and/or incomplete evaluations to determine eligibility for special education services are completed during the summer. The district has contracted out with agencies to bring in additional evaluators and case managers.

- The school guidance and Child Study Team will review all students on their caseloads whose post-secondary plans may have had their post-secondary plans adversely affected by the COVID-19 pandemic. Guidance and Child Study Teams will be providing support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State and Federal opportunities to access support.

- Parents will be informed to continue utilizing the referral process currently in place. Parents will also be requested to sign off on the in-person evaluation acknowledgement form indicating COVID precautions prior to evaluations being conducted. Communication will be ongoing to the parents of the procedures for student referrals and evaluations to determine eligibility for special education and related services or a 504 Plan as required by Federal and State Laws.

[APPENDIX K: Academic, Social, and Behavioral Supports]

2. Technology and Connectivity

    a.   School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.

    b.   Districts should:

        (1)   Conduct a needs assessment.

        (2)   Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.

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

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

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

The South Orange & Maplewood School District: *Technology*

Ongoing Needs Assessment & General Communications: The South Orange Maplewood School District will continue to send technology needs assessments to SOMSD families. These assessments

will help provide the district with data regarding technology access and connectivity in the home. Surveys will be performed via robo call and web survey. Targeted paper mailings for economically disadvantaged families will be sent out during the month of August, informing families of the possibility of borrowing devices from the district. Online registration documents will be updated to include electronic copies of the targeted paper mailings. A general email address (info@somsd.k12.nj.us) is used to collect requests to borrow Chromebook equipment from the

district. If a family does not have the ability to send an email to the general email address established by the district, families can call their school's main office line and leave a message

[ADDENDUM: TECHNOLOGY]

3. Curriculum, Instruction, and Assessment

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

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

c.Virtual and Hybrid Learning Environment

(1) Curriculum

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

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

    © Accelerated learning focuses 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.

The South Orange & Maplewood School District: *Curriculum*

District teachers continue to focus on filling in a newly created unit template (see appendix) for the first unit of each subject/class so it can be shared with colleagues and uploaded to our new Learning Management System, Canvas before the school year begins. Lessons will be directly connected to NJ State Learning Standards and the South Orange/ Maplewood Board of Education approved curricula. Lessons will also be structured similarly in order to allow for teachers across the district to be consistent with their lessons and ensure that all students are moving at the same pace by grade level/class.

(2) Instruction

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

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

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

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

(iii)   Develop students' meta-cognition.

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

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

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

The South Orange & Maplewood School District: *Instruction*

All staff will use the Learning Management System, Canvas, to assign, organize, and create lessons whether delivering lessons in person or virtually. Students and parents will have access to Canvas accounts that will organize all their learning by subject each day. Canvas allows for daily synchronous and asynchronous teaching and learning using whole-class instruction or targeted small group instruction. Students, families, and teachers will use Canvas to communicate with each other, conduct office hours, and students will also be able to work independently or as part of a team.

Student Materials: Students will need certain materials to successfully learn from home. Department Supervisors have created a list of curricular materials that will be sent home during the first week of school. These packages can include math manipulatives, books, art supplies, music supplies etc. Department and building administrators along with teachers will organize and distribute these materials.

(3)   Assessment

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

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

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

(d)   Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for

improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.

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

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

The South Orange & Maplewood School District: *Assessment*

All students will be given benchmark assessments in person and remotely at the beginning of the year (ex. Star Renaissance, Teachers College Reading Assessment, math pre-tests, etc.). This information will be used to find gaps in learning that may have been a result of our transition into distance learning in the spring.   Students who qualify for support/intervention services will be given these supports/programs in-person and virtually.   Students who may not necessarily meet the requirements for intervention services/programs, but have shown signs of regression or gaps in learning may be brought to the building's Intervention and Referral Team (I&RS) to create an individual I&RS Action Plan. Preschool Students showing delays in learning will be referred to the Preschool Intervention and Referral Team (PIRT) to create a PIRT Action Plan. Plans must be adhered to and monitored regularly. Newly registered students who might qualify for ESL services, based on the language survey, will be assessed in-person using the State approved assessment. Students who were labeled "potential ELL" after the closing of the schools in the spring will be formally assessed for ESL services.

Pre-assessments will be given before each unit to find areas in need of support or acceleration. Formative assessments will be used daily to create learning plans for

differentiated small groups and individual instruction. K-12 units, quarterly, mid-term assessments will be given in person and/or virtually and there will be multiple modalities for students to show teachers their learning (written, video, audio, etc.).

4.   Professional Learning

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

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

c.   Professional learning opportunities should be:

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

(2)   Presented throughout the school year;

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

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

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

The South Orange & Maplewood School District: *Professional Development*

Teachers will receive professional development that will be given by Canvas trainers during August and throughout the year. All teachers will have adequate professional development to begin the school year using the Canvas platform. Training will also be offered to students and parents in order to support their familiarity and comfort level with the new platform.

The District will continue to focus their professional development on meeting the needs of the whole student. Department Supervisors, Building Administrators, and outside consultants will continue to deliver professional development focusing on creating small groups, differentiated instruction, analyzing data to inform instruction, and creating individual learning plans for students. Outside consultants will continue to work with staff on Restorative Practices, creating a safe learning environment, and teaching through an equity lens.

d. Mentoring and Induction

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

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

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

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

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

The South Orange & Maplewood School District: *Mentoring & Induction*

The District requires all newly hired staff to attend a 4 day New Teacher Orientation. During these trainings, our new staff will focus on the Learning Management System Canvas and other district-wide technology programs, Danielson Teacher Evaluation Tool, subject curricula, special education, I&RS & 504 services, etc. Novice teachers will also be partnered with a peer mentor who will meet with their mentee regularly. Building administrators and Department Supervisors will also focus on ensuring that all new teachers have the support needed to be successful during their first year in the District.

e. Evaluation

(1) School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.

(2) School districts should develop observation schedules with a hybrid model in mind.

(3) School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.

(4) School districts should consider the School Improvement Panel's (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities.

(5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

The South Orange & Maplewood School District:

SOMSD will continue to follow the 2019-20 guidance provided by the NJDOE in reference to evaluations for all teaching staff.

[APPENDIX K: Academic, Social, and Behavioral Supports]

5. Career and Technical Education (CTE)

    a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.

    b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.

    c. Guiding Principles

        (1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.

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

    d. Quality CTE Programs

        (1) When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of NJSLS, CTE Core Content Standards, industry certifications, college credit agreements, etc.

        (2) During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.

    e. Work-Based Learning

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

    f. Career Advisement and Development

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

g. CTE Recruitment and Retention

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

h. Funding to Support CTE Programs

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

Appendices

Restart and Recovery Plan to Reopen Schools

Fall 2020

APPENDIX (With consideration of "anticipated minimum standards" and "considerations")

The New Jersey Department of Education (NJDOE) released in June 2020 "The Road Back: Restart and Recovery Plan for Education" It sets forth minimum anticipated standards and considerations related to establishing safe and healthy conditions for learning. These provisions reflect the recommendations of the New Jersey Department of Health (NJDOH) and are informed by Centers for Disease Control (CDC) guidelines.

Districts should abide by the advice of local health officials to determine a safe course of action based on local circumstances, which will change as the public health landscape evolves.

APPENDIX A

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

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

a. Protocol for High Risk Staff Members
b. Protocol for High Risk Students

Protocol for High Risk Staff

- General Health and Safety Standards aim to protect and support all staff, as well as consider reasonable accommodations for individuals who are at higher risk for severe illness from COVID-19. Staff members should reach out to their building principal or department administrator. Collaboration with individual staff members will give important information about: (1) an individual's condition being a health risk in school; and (2) a plan for an individual who may require special accommodations. A note from an individual's Health Care Provider (HCP) will be requested.
- Please refer to the following link for individuals that the Centers for Disease Control identifies having a higher risk for severe illness from COVID-19:
  https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html

Protocol for High Risk Students

- General Health and Safety Standards aim to protect and support all students, as well as consider reasonable accommodations for individuals who are at higher risk for severe illness from COVID-19. Families should reach out to school administrators and school nurses. Collaboration with families will give important information about: (1) a student's condition being a health risk in school; and (2) a plan for a student who may require special accommodations. A note from an individual's Health Care Provider (HCP) will be requested.
- Please refer to the following link for individuals that the Centers for Disease Control identifies having a higher risk for severe illness from COVID-19: https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html

APPENDIX B

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

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

Social Distancing in Instructional and Non-instructional Rooms

Social Distancing and Facial Coverings:
- Students should be separated by six feet. Student desks and seating in classrooms, cafeterias, multi-purpose rooms, and other spaces should be separated by at least six feet to the maximum extent practicable.

- Face coverings are required for students, unless it will inhibit the individual's health. Face coverings are always required for staff, unless it will inhibit the individual's health. Short face covering breaks for students may be incorporated into the schedule as feasible, but only when social distancing can be maintained. Recommended time for face covering breaks is no more than five minutes indoors, ideally with windows open, and no more than ten minutes outdoors. Face coverings must cover the nose and mouth.

- Use of shared objects should be limited when possible or cleaned between use with an EPA approved product.

- Adequate ventilation shall be ensured in indoor facilities, including operational heating and ventilation systems where appropriate. If A/C units are provided, filters must be maintained

and changed according to manufacturer's recommendations. When weather allows, windows should be opened to allow for greater air circulation, unless doing so poses a safety or health risk.

- Therapy (Speech, Physical Therapy, Occupational Therapy, and Counseling) rooms will be thoroughly sanitized between sessions. Therapists will pull students in small designated areas to reduce their exposure for all grade levels. A survey will be sent to parents to determine their preference for in-person versus live virtual therapies. Survey results will be considered, but students will be scheduled according to availability, IEP therapy goals, and other factors.

- Attention will be given to keeping classes together to include the same group of children each day (cohorts), as feasible.

Procedures for Hand Sanitizing/Washing

- Prepare and maintain hand sanitizing stations with alcohol-based sanitizers (60% alcohol): in each classroom (for staff and children who can safely use hand sanitizer); at entrances

  and exits of buildings; near lunchrooms and toilets. In addition, for classrooms that have existing handwashing stations, prepare stations with soap, water and paper towels.

- Hand hygiene opportunities will be provided during the school day. Students will be reminded to wash hands with soap and water for at least 20 seconds: 1) at the start of the day; 2) before eating 3) after eating, 4) after using the bathroom, 5) after blowing their nose/coughing/sneezing, 6) when coming in from outdoor play. If washing with soap and water is not possible, use alcohol-based hand sanitizer/wipes. Children ages five and younger should be supervised when using hand sanitizer.

APPENDIX C

Critical Area of Operation #3 – Transportation

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

> a.Student Transportation
> b.Social Distancing on School Buses

Transportation / Social Distancing on School Busses

- Hire a full time custodian for the maintenance / transportation building. The custodian will disinfect buses between routes and disinfect bathrooms in the facility every hour ($44,000).
- Assign a transportation aide for every bus route. The transportation aide will be responsible to ensure students are following safety protocol and to periodically wipe down seats, seat belts and handrails ($640,000).
- Daily health checks of employees will be performed.
- Transportation staff will be required to wear masks.
- Students will follow the same protocol when boarding a bus as required to enter a school building.
- Adhering to social distancing guidelines on a bus is cost prohibitive; however, school schedules are limiting the number of students attending school each day, therefore, the number of students assigned to each bus on a given day is reduced. To ensure the safety of staff and students, all students will be required to wear masks before boarding and while seated on the bus except when medical conditions prohibit the use of a mask.
- Buses will be disinfected each time they return to the bus yard.
- Sanitizing wipes and disposable masks will be available on buses in the event PPE is required (A mask malfunctions or someone forgets to bring a mask).

Transportation Protocol for COVID-19
- Staff will be trained on the signs and symptoms of COVID-19
  - HOW TO PROTECT YOURSELF AND OTHERS
  - COVID-19 Plan, Prepare and Respond
  - How to wear a Mask (OSHA)
  - Proper Handwashing (CDC)
  - COVID-19 Workplace Guidelines
  - Bloodborne Pathogens

- Vehicles must be cleaned and disinfected between each use.
  - Between tiered routes the bus driver and/or transportation aide will wipe seat backs, seat belts and railing with an all-purpose cleaner or a wipe.

- ○ Once the bus returns to the yard after the morning routes are complete, a custodian will disinfect the bus using an EPA approved cleaner for SARS.
  - ○ The same disinfecting procedure will be used when the bus returns from the yard after the afternoon routes are completed.

- A transportation aide will accompany the driver on all transportation routes to ensure safety and social distancing.

  - ○ Staff will go through a daily health check before boarding the bus.

  - ○ A daily health check log will be maintained. The staff health check will consist of a temperature check and checking for the following symptoms: Fever, chills, Cough, Shortness of breath or difficulty breathing, Fatigue, Muscle or body aches, Headache, New loss of taste or smell, Sore throat, Congestion or runny nose, Nausea or vomiting, and Diarrhea. The employee will be asked if anyone in their home was exposed to someone with COVID-19 or if they or a family member, within the last two weeks, traveled to an area with a high rate of COVID infection. If there are any symptoms or the questions were answered in the affirmative, the staff member will not be permitted to work until a two week isolation expires after three days without symptoms or quarantine period expires of 14 days from exposure expires without symptoms.

- The bus driver and transportation aide will have emergency contact information for each child who uses that bus.

- A transportation aide will take attendance and ensure students are wearing masks when boarding the bus.
  - ○ Students will be directed to board from back to front to the fullest extent possible. Exceptions for young students and students with medical conditions will be considered.
  - ○ A student will not be permitted to board the bus without a mask. If a student does not have a mask, one will be provided.
  - ○ Students refusing to wear masks may lose their transportation privileges. These actions will be reported to school administration to ensure appropriate action and follow-up is taken.

- Bus windows will remain open to increase ventilation to the fullest extent possible. Exceptions include, but are not limited to, inclement inclement weather and student medical conditions.

APPENDIX D

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

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

a. Location of Student and Staff Screening

Location of Student and Staff Screening
Parents will screen students before their children leave the house for in-person instruction. This includes temperature and symptom checking. A Parent Agreement Letter of Compliance with COVID-19 Guidelines will be sent to each family, and **may be included in the Ecollect forms on PowerSchool.**

- The letter will include: signs and symptoms of COVID-19; what to do when a child is ill; medical, health department and health insurance resources; travel advisory information; how to update emergency contact information on PowerSchool; the importance of sending healthy children to school with a facial covering; and the necessity of picking up ill children from school promptly.

- This tool encourages parents to be on the alert for signs of illness in their children and to keep them home when they are sick.

- Staff members will be instructed on signs and symptoms of COVID-19. Those who greet the children at the entrance doors will visually check for obvious symptoms of illness (i.e, coughing) and send children who are acting ill to the nurse for evaluation.

- Teachers (and staff) will be instructed on signs and symptoms of COVID-19 and send students acting ill to the nurse for evaluation.

- Visual health checks will be conducted safely and respectfully by staff members greeting students at the door and teachers observing student behavior, in accordance with any applicable privacy laws and regulations.

- The school nurse will document results of evaluation when signs/symptoms of COVID-19 are observed.

- Teachers and staff members will screen themselves before leaving the house for in-person-instruction. This includes temperature and symptom checking. A Staff Agreement Letter of Compliance with COVID-19 Guidelines will be sent to each staff member. The letter includes signs and symptoms of COVID-19; what to do when they feel ill; health department resources; travel advisory; and the importance of attending school with a facial covering.

Social Distance Entrances, Exits, and Common Areas

- Students will have assigned entrances and exits. Students will be greeted by a staff member at entrances. Facial coverings are required.

- Visitors are not permitted to enter the building, unless they are essential visitors such as emergency and law enforcement personnel in their official capacity, DCP&P personnel and Health Department personnel. The principal may admit a visitor by appointment if the principal determines that it is necessary. In that case, the visitor shall submit to the screening procedure before entering the building (i.e., temperature and exposure questionnaire) and shall be required to wear a face mask.
  - Food delivery and other non-essential deliveries will not be allowed.
  - Essential parent meetings will be done virtually.

- Face coverings are required for students, unless it will inhibit the individual's health. Face coverings are always required for staff, unless it will inhibit the individual's health. Short face covering breaks for students may be incorporated into the schedule as feasible, but only when social distancing can be maintained. Recommended time for face covering breaks is no more than five minutes indoors, ideally when windows are open, and no more than ten minutes outdoors. Face coverings must cover the nose and mouth.

- Schools will provide physical guides such as tape on floors and sidewalks and signs on walls as applicable, to help ensure that staff and students remain at least six feet apart in lines and at other times (i.e., guides for creating one-way routes in hallways).

- Nurses will provide band-aids and a pair of gloves to classrooms and/or related services staff.

APPENDIX E

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

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

   a.   Screening Procedures for Students and Staff

1. Parents will screen students before their children leave the house for in-person instruction; Teachers (and staff) will screen themselves before leaving the house for in-person-instruction.
2. See D.   above Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas Location of Student and Staff Screening
3. Staff members will be instructed on signs and symptoms of COVID-19. Those who greet the children at the entrance doors will visually check for symptoms of illness (i.e., coughing) and send children who are acting ill to the nurse for evaluation. Teachers will be instructed on signs and symptoms of COVID-19 and send students who are acting ill to the nurse for evaluation.
4. Visual symptom checks will be conducted safely and respectfully by staff members greeting students at the door and teachers observing student behavior, in accordance with any applicable privacy laws and regulations.
5. The school nurse will document results of evaluation when signs/symptoms of COVID-19 are observed.
6. PPE: Recommend providing two washable cloth masks to each employee and student. Additionally, provide face shields for each staff member. These items can be cleaned and reused. Disposable PPE will be available in the event PPE malfunctions or someone "forgets" to bring their PPE. High grade disposable PPE will be purchased for critical areas (i.e. medical offices/isolation room).

Protocols for Symptomatic Students and Staff

- Encourage parents to be on the alert for signs of illness in their children and to keep them home when they are sick.
- Signs and Symptoms of COVID-19 based on CDC Guidance:
    - Fever (100 F or greater)
    - Chills
    - Cough
    - Shortness of breath or difficulty breathing
    - Fatigue
    - Muscle or body aches
    - Headache
    - New loss of taste or smell
    - Sore throat

• Congestion or runny nose
• Nausea or vomiting
• Diarrhea

● Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others. Staff members will be sent home; students should remain in isolation in the nurse's office with continued supervision and care until picked up by an authorized adult.

● Parents/staff will be instructed by the school nurse about continuous monitoring of symptoms, and encouraged to consult their Health Care Professional. A COVID-19 test may be recommended. Written guidance will be provided.

● Readmittance policies will be consistent with local and state health department guidance and include: 1) being free of fever without the use of fever-reducing medications for the period of time directed by the local Health Department's current guidelines; and/or 2) being isolated or quarantined for the period of time directed by the local Health Department's current guidelines.

● School nurses will follow current Communicable Disease Service guidance for illness reporting

● There will be an adequate amount of medical personal protective equipment (PPE) available, accessible, and provided for nurse's office use.

● The school nurse in consultation with the building principal, shall establish measures for a system of open communication that allows staff, students, and families to self-report symptoms and/or suspected exposure. The Principal will notify the Superintendent and the local Health Officer of such reports.

District Procedures for COVID-19 Positive Test Results

● If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, the principal and superintendent will immediately notify local health officials, who will provide next steps as to the timely notification of staff, and families of a confirmed case while maintaining confidentiality.

● The Health Department shall conduct Contact Tracing of those who came into contact with a person who has tested positive for COVID-19 to recommend next steps, such as self-quarantining, and to provide critical education and support in risk mitigation strategies.

● The Health Department will provide next steps to the superintendent and principal regarding quarantining of contacts and timely notification to the community.

● Methods for the school to assist in Contact Tracing include records of groups/cohorts, assigned staff, daily attendance.

● Readmittance policies will be consistent with local and state health department guidance and include: 1) being free of fever without the use of fever-reducing medications for the period of time directed by the local Health Department's current guidelines; and, 2) being isolated or quarantined for the period of time directed by the local Health Department's current guidelines.

Protocols for Face Coverings

● Face coverings are required for students, unless it will inhibit the individual's health. Face coverings are always required for staff, unless it will inhibit the individual's health. Short face covering breaks for students may be incorporated into the schedule as feasible, but only when social distancing can be maintained. Recommended time for face covering breaks is no more than five minutes indoors, ideally with windows open, and no more than ten minutes outdoors. Face coverings must cover the nose and mouth.

● Exceptions to requirements for face coverings shall be as follows:

　　○ Doing so would inhibit the individual's health*
　　○ The individual is in extreme heat outdoors
　　○ The individual is in water
　　○ The individual is under two years of age
　　○ The documented medical condition or disability precludes the use of face covering
　　　　■ *If an individual cannot wear a facial covering because it may inhibit the individual's health, two things are required:
　　　　　　● 1) a note from the individual's health care provider submitted to the school nurse; and
　　　　　　● 2) approval from the District Physician.
　　　　　　● The individual may learn virtually until district physician approval

● If an individual refuses to wear a face covering for a non-medical reason, that individual may not enter the building. A student who refuses to wear a face covering for a non-medical reason may learn virtually.

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APPENDIX F

Critical Area of Operation #6 – Contact Tracing

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

● Contact tracing is the process used to identify those who come into contact with people who have <u>tested positive</u> for many contagious diseases, including COVID-19. It is a long-standing practice in New Jersey and around the world and is an integral function of local health departments in keeping communities safe from the spread of disease. Upon notification that a resident has tested positive for COVID-19, a local health department will call that resident 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. Trained professionals 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 District's Director of Communications will work with the local Health Department and School Nursing Services to educate the broader school community on the importance of contact tracing.

● The school nurse in consultation with the building principal, shall establish measures for a system of open communication that allows staff, students, and families to self-report symptoms and/or suspected exposure.

● The local Health Officer will begin the process of contract tracing and provide guidance to the school and district for next steps.

● Methods for the school to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance

● The Health Department shall conduct the contact tracing.

APPENDIX G

Critical Area of Operation #7 – Facilities Cleaning Practices

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

Cleaning and Disinfecting of Schools and School Equipment

CDC guidelines recommend increasing ventilation and disinfecting surfaces when feasible to reduce the risk of transmission. Disruptive, FDA Approved Technology Can Help Minimize Viral Infection Risk. The Odorox line of products are powered by high energy ultraviolet photochemistry, just like the action of the sun. These devices neutralize viruses, bacteria, mold and other pathogens in air and on surfaces safely. The technology sanitizes by generating effective levels of atmospheric hydroxyl radicals, nature's powerful atmospheric sanitizing Oxidant. Installing these devices in heavy traffic areas and areas with low air flow can help improve safety of our students and staff.

- Install HEPA filters in existing air ventilation systems.
- Install Odorox machines in bathrooms. There are 223 bathrooms in the district. Each machine costs $2,100. The cost is $468,300 plus installation.
- Install Odorox machines in gymnasiums. 32 high capacity units will be required for a cost of $160,000 plus installation. If the gymnasiums will not be used, skip this recommendation.
- Install Odorox machine in cafeterias. 22 high capacity units will be required for a total cost of $110,000 plus installation. If students will not eat and gather in the cafeteria or the cafeteria will not be used for other activities such as PE, skip this recommendation.
- Install Odorox machines in auditoriums. 20 high capacity units will be needed for a total cost of $100,000 plus installation. If the auditoriums will not be used, skip this recommendation.
- Install Odorox machines and air scrubbers in isolation rooms. 11 units are required. The district has the air scrubbers in stock.
- Install an air scrubber in the main hallway of each building. The district has these air scrubbers in stock.
- Install an Odorox machine in classrooms that do not have a ventilation unit.

The CDC recommends disinfecting facilities between use.

- Hire 16 additional night time custodians. The custodians will disinfect all rooms every night. To allow time for these procedures to take place, school must be

vacated at the end of the school day. Activities in buildings after school must be eliminated to the fullest extent possible to allow for proper cleaning time. Estimated cost is $692,000.

CDC guidelines recommend the use of signs to help educate and remind people to use protective equipment, social distance and follow good hygiene practices.

- Install signs throughout the facility to remind students and staff to social distance, wear face coverings, and maintain proper hygiene.

CDC guidelines recommend the use of protective equipment.

- The cost of providing disposal PPE for all staff and students is cost prohibitive. It is estimated to cost $3.5 million to provide 1 disposable mask per day just for staff. Recommend providing two washable cloth masks to each employee and student. Additionally, provide face shields for each staff member. These items can be cleaned and reused. Disposable PPE will be available in the event PPE malfunctions or someone "forgets" to bring their PPE. High grade disposable PPE will be purchased for critical areas (i.e. medical offices and isolation rooms).

CDC guidelines recommend the use of barriers when social distancing is not possible.

- Install plexiglass shields in main offices and security desks. Barriers are not needed in classrooms as long as the desks face the same direction and are 6 feet apart.

CDC guidelines recommend that sanitizer stations are readily available.

- Install hand sanitizer stations in every classroom. Heavy supply of tissues.
- Hand sanitizer stations outside all bathrooms and near water fountains.
- Provide tissues and disinfectant wipes for classrooms.

Continue to remove carpeting from buildings prioritizing high traffic areas, such as hallways, first. Replacing carpeting with hard surfaces will reduce time and effort to disinfect areas.

APPENDIX H

Critical Area of Operation #8 – Meals

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

Meals: Since school schedules are 4-hour days, lunch will not be served; food services will have prepared grab and go meals available to students.

In schools with breakfast programs: Individual schools may decide to use the cafeteria and/or group dining area and/or classroom and/or outside space as feasible. Space students at least 6 feet apart; Discontinue family style, self-service, and buffet; or consider individually-plated or meals in pre-packaged boxes or bags; Clean and sanitize surfaces and let dry; Ensure <u>no</u> sharing of food; Encourage proper hand washing before and after eating; use disposable food service items as feasible; Ensure the safety of students with food allergies.

Food may only be eaten at designated times and places.

No-Food Celebrations: Parents/guardians may collaborate with teachers and administrators on a way to celebrate birthdays, holidays, or achievements but food may not be part of classroom festivities.

- **Preschool Program:** The preschool schedule is a 4-hour day. In classroom lunch is not required. Prior to dismissal, lunch will be made available to all students. Meals will be sent home with the students. On any day that a student is not on-site, families can pick up meals at a designated location each day.

- **Elementary and Middle Schools:** The elementary and middle school schedule is a 4-hour day. Cafeteria dining is not required. Food services will have prepared grab and go meals available to students daily. Students can pick-up meals at a designated location each day.

- **High School:** The CHS schedule is a modified half-day schedule. Cafeteria dining is not required for lunch; students will not be permitted to go outdoors for lunch (during school instruction) and outside food delivery is no longer allowed to the school due to Covid-19 restrictions. Food services will have prepared meals grab and go meals available to students daily. Students can pick-up meals at a designated location each day.

APPENDIX I

Critical Area of Operation #9 – Recess and Physical Education

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

For Recess, Gross Motor and Physical Education:

- Stagger activities: if two or more groups are participating at the same time, they should have at least six feet open space between them.

- Designate specific areas for each class to eliminate group mixing

- If using playground equipment, stagger its use and establish frequent disinfecting protocols.

- Use cones, flags, tape, signs to create boundaries between groups

- Students to wash hands after recess, gross motor and/or PE activities

For Physical Education

- Consider closing locker rooms to mitigate risk that comes with crowding and high contact surfaces

- Encourage students 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 PE without the use of a locker room

- Mitigate risk: limit and/or eliminate direct contact with equipment (lessons with no equipment) and do not allow sharing of equipment. If equipment must be used, clean and disinfect between use.

APPENDIX J

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

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

- Restrict use of school/district facilities to district-sponsored extracurricular activities and groups with a schedule for cleaning and disinfecting after their use. Social distancing and hygiene protocols will be maintained by these groups under the supervision of their coaches and activity leaders.

- Activities in buildings after school must be significantly diminished to the fullest extent possible to allow for proper cleaning time; therefore, external community organizations that use school/district facilities will not be allowed.

- Cancel field trips, assemblies, and/or other large gatherings

- Pursue virtual group events, gatherings, or meetings in lieu of field trips, extracurricular meetings, student assemblies, special performances, school-wide parent meetings, etc., as possible. Limit group size to the extent possible.

- School district facilities will be unavailable to outside organizations during the time period of our restart and recovery plans.

APPENDIX K

Academic, Social, and Behavioral Supports

This school district should include in Appendix K supplemental materials, evidence, and further explanations of the elements listed in the Academic, Social, and Behavioral Supports section in the Board's Plan – Section A.2.a. through A.2.e.

Social-emotional learning will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. SOMSD Social Workers will be working to create a variety of scripts to be used by the teachers for different scenarios. Social Workers will continue providing counseling to students and are also considering creating a "support line" for parents and staff to utilize. The Social Workers are also working on a plan to implement a "buddy system/mentor program" for students transitioning into new schools this year.

Multi-Tiered System of Supports
● The MTSS system alongside Intervention and Referral Services (I&RS) will continue to be utilized by staff and families to support students. Meetings will continue being held virtually to discuss any I&RS concerns that teachers or families have. Resources for behavior and emotional well-being will be provided by the Social Workers and Guidance Counselors, and academic resources will be provided by teachers and specialists on the team.

Wrap-around Services
● SOMSD recognizes the importance of providing wraparound services to address the academic, behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment. SOMSD will utilize social work interns to provide executive functioning support to students in need. SOMSD will also be providing a directory of mental health resources for students and families to access, and this will be housed on our district website. There will also be expert speakers conducting web-based workshops for students and families to address some of the challenges faced by students and families during this time of remote/hybrid learning.

Quality Childcare
● The proposed hybrid schedule may present childcare challenges to families who may not otherwise need childcare, but now they require it. SOMSD is currently working with local childcare centers to determine the feasibility of childcare options for families in need due to modified and hybrid schedules. SOMSD is also exploring grant opportunities and the possibility of utilizing outside tutors to

work in outdoor spaces across the district to provide childcare options to families in need.

Teaching and Learning

● **Preschool** curriculum (Tools of the Mind) has created a web-based portal that enables children in Tools programs to engage virtually in core Tools daily activities aligned with in-school curriculum rollout, so they maintain the learning in the classroom when at home.

● It includes options for a teacher/family messaging system, familiar PreK learning activities, Parent Center with offline learning activities & guidance for supporting children's learning at home to improve child outcomes.

● Early literacy apps have been redesigned to integrate home data into the teacher's analytics dashboard so teachers can track, see and hear at home learning, & provide individualized scaffolding to children at home via messages on the apps.Teachers will post the focus for instruction for the upcoming week by Friday at 4:00. This will allow families to plan their week accordingly.

● All K-12 teachers will use the Learning Management System, Canvas, to assign, organize and create lessons whether delivering lessons in person or virtual. Students and parents will have access to Canvas accounts that will organize all their learning day by day. This also allows for synchronous and asynchronous teaching and learning each day using whole class instruction or targeted small group instruction. Students, parents and teachers will use canvas to communicate with each other, conduct office hours, and students will also work independently or as part of a team. Teachers will post on Canvas the focus for instruction for the upcoming week by Friday at 4:00. This will allow parents and students to plan their week accordingly.

● Groups of teachers continue to work on preparing the first units of each subject/class so that they can be shared with colleagues and uploaded to Canvas before the school year begins. Lessons will be directly connected to NJ State Learning Standards and also be structured similarly in order to allow for teachers across the district to be consistent with their lessons and ensure that all students are moving at the same pace by grade level/class.

● Teachers will receive Professional development that will be given by Canvas trainers during August and throughout the year. All teachers will have enough Professional development to begin the school year using the Canvas platform. Training will also be offered to students and parents in order to support their familiarity and comfort level with the new platform.

- Preschool staff will receive Tools of the Mind Virtual Core Professional Development Sessions which are interactive, with opportunities for teachers to talk, breakout room activities with other participants, and off-screen learning sessions for hands-on activities.

Assessment
- All students will be given benchmark assessments in early fall of 2020 (ex. Star renaissance, Teachers College Reading Assessment, district created math benchmark assessments etc.). This information will be used to find gaps in learning that may have been a result of our transition into distance learning in the spring. Students who qualify for support/intervention services will be given these supports in person and virtually. Students who may not necessarily meet the requirements for intervention services/programs, but have shown signs of regression or gaps in learning may be brought to the building's Intervention and Referral Team (I&RS) to create an individual I&RS Action Plan.

- Pre-assessments will be given before each unit to find areas in need of support or acceleration. Formative assessments will be used daily to create learning plans for differentiated small groups and individual instruction. Unit, quarterly, mid-term assessments will be given in person and/or virtually and there will be multiple modalities for students to show teachers their learning (written, video, audio etc.).

Students Materials
- Students will need certain materials to successfully learn from home. Department Supervisors have created a list of curricular materials that will be sent home in packs during the first week of school. These packs can include math manipulatives, books, art supplies, music supplies etc. Department and building administrators along with teachers will organize and distribute these material packs.

The School District of
SOUTH ORANGE
&MAPLEWOOD

K-12 Unit Planning Template:

Course:	[include Full title AND level here]	Unit title:		Timeline:	[Starting date for the week of this lesson]

Key Topic(s)/Objective(s):
● [include a bulleted list of learning targets, essential understandings, big questions for the week, topics to bring up with your child]   ●
Essential Questions
● [include a bulleted list of overarching questions for this week's instructional & assessment plan to address]   ●
Instructional & Assessment Plan
● [include a list of learning classroom experiences]   ● [include a description of how understanding will be assessed formatively and summatively]   ● [include list of student responsibilities; ex: HW, CW, assessments]
Resources for Students and Families
● [include a list of textbook or PDF files that will be referenced during this unit]   ● [include list of websites and apps that students and parents can use to aid their understanding]
Recommendations (optional)
● [use this space to make recommendations for struggling students; ex "make sure to review _____". If you're noticing a trend in your class where students are struggling, this is a good space to make suggestions on how they can improve.]
Overarching Standard(s)
● [Include learning standards here]
Modifications & Differentiation

- [general modifications for 504, IEP, At Risk, G&T and ELL]

Sample Course Template:

Course:	Algebra 2 - Honors	Unit title:	Core Concepts Review	Timeline:	Week Starting 9/8

Key Topic(s)/Objective(s):

Students will be able to:
- represent and solve equations and inequalities
- interpret linear models and expressions
- perform arithmetic operations on polynomials

Key understandings:
- The coordinate plane helps represent bivariate data
- Rational Numbers can be written as a fraction, where the numerator is an integer and the denominator is an integer. Integers is the set of whole numbers and their opposite values

Essential Questions

- Why is it necessary to use a coordinate plane?
- What makes a number a Rational Number? Integer?
- What is the difference between a Monomial and a Binomial?
- What is the Distributive Property of Multiplication?

Instructional & Assessment Plan

- Review Summer Packet Problems
- Discuss number properties and how we use them to differentiate
- Translate between linear models and expressions
- Create a diagram depicting the real number system based on the different set of numbers it contains (Rational/Irrational/Integers/Whole/Natural).
- Students will construct direct variation lines to build the understanding prior to referencing their expressions
- present graphical representation of data set (connect to slope)

Resources for Students and Families

- Glencoe Algebra 2: Chapter 0 & Chapter 1
- Khan Academy: Solving equations and inequalities

- Desmos: Graphing Lines practice
- The Number System Overview

Recommendations (optional)
● Students should review their summer packets in advance and during this unit

Overarching Standard(s)
● **A-REI.D**: Represent and solve equations and inequalities graphically ● **SI-D.B**: Summarize, represent, and interpret data on two categorical and quantitative variables

Modifications & Differentiation
● Direct students to practice on transferring between different forms of equations of lines ● Create vocabulary word banks of key words and phrases to serve as a math reference for ELLs.

*NOTE: Plans may change as we move through this unit. Any change to this document will result in it being reposted in this same location.

Virtual Learning:

SOMSD Distance Learning Theory of Action

SOMSD engages all students, families, educators, and administrators in equitable, high-quality distance learning by:

Structuring operations to maximize the impact of synchronous learning; student collaboration; staff planning time and teamwork; and individual, small-group, and family support.

Designing and delivering effective e-learning instruction that builds from engaging, standards-aligned, coherent, digitally accessible, and culturally responsive and sustaining curricula; applies student-centered pedagogy; develops digital literacy; and uses on-going assessment and mastery-based grading and promotion practices.

Fostering a positive distance-learning environment that communicates clear and high expectations, nurtures relationships and a culture of learning, and enables meaningful collaboration in integrated settings

Utilizing systems for improvement to monitor progress; make strategic and innovative organizational decisions; and engage in collaborative, inquiry-based professional and community learning

We aim to:

✓ Safeguard the safety and wellbeing of students, families, and staff, and strengthen their sense of community.

✓ Grow students' academic and social-emotional learning.

✓ Decrease and eliminate disparities in access and outcomes (by race, income status, IEP status, and primary language spoken).

✓ Accelerate students' and educators' ability to learn, evolve, and improve themselves.

Effective Synchronous and Asynchronous Learning:

Effective Synchronous Learning-Time together is precious
- Clarity of purpose for each session
- Create norms for sessions: Promote equity of voice
- Facilitate Interaction: Q&A
- Celebrate Success and build community
- Learn your tools: Zoom or google Meet: breakout rooms, whiteboard
- Use fun and effective formative assessment tools like Quizziz and Kahoot

Effective Asynchronous Learning-Differentiated practice to meet the needs of all learners
- Content delivery through powerful tools ex) screencastify or Loom and others on Canvas.
- Track student learning and provide effective feedback: ex) Edpuzzle on Canvas
- Create virtual hubs where students can collaborate ex) Padlet and Flipgrid on Canvas

Priorities for Virtual Learning:

Priority 1: Build Community
(Recommendation to Scheduling, Wellness and Staffing Committees-10 days of fully remote learning for community building, health protocols and Canvas learning).

- Create Learning Cohorts
- One-on-one check ins
- Establish online norms and review of SOMSD virtual code of conduct

- Create moments for celebration and fun (Spirit weeks, talent shows, etc.)
- Include Parents and Families

Priority 2: Clear and Consistent Communication to Teachers, Students and Families

- Build a Learning Hub: (Canvas)
- Landing Page for Parents/Families
- Unit Mapping: clear wayfinding
- IT centrally deploying solutions

Priority 3: Rethink Unit and Assessment design: Transform!
(Recommendation to Curriculum and Instruction Committee)

- Focus on enduring understandings: Use Performance tasks. Traditional testing =Fail
- Curricular choices should be relevant, empowering, vital: C3 Standards Examples
- Amplify Student Agency to tap into motivation: shift from a compliance based model
- Focus on formative assessment and feedback

Priority 4: Rethink time and team structure for students and faculty
- Build in Planning time to your schedule: Wellness Wednesday or Feel Good Friday.
- Emphasize collaboration between teachers: Build support cohorts.
- Leverage the strength of the distance learning model for students: flexible approach to time. Do not try to replicate a regular block schedule online.
- Build in time for small group interactions: office hours (available each day in the afternoon)

SOMSD Student Virtual Code of Conduct

Overview: This SOMSD Virtual Code of Conduct is intended to give our students, families and staff members clear guidelines around what is expected of our students in a virtual setting. As we navigate our online learning environment, clarity of expectations will set us up for collective success.

General
1. Upon entering an online class, video must be turned on and kept on during the duration of the class (unless directed otherwise). A student's face should be visible to the instructor during live virtual sessions.

2. The device being used should be identified by the student's full name, which is the name the teacher will see on the screen. Students may not change their names unless the instructor has provided permission for the child to do so. Students are permitted to use names aligned to their gender identity even if this name is not listed in Power School as per district policy.

Privacy, Data Protection, and Security
1. Taking screenshots or screen recordings of virtual classrooms without the explicit permission from the teacher and class members is unacceptable. The teacher may, however, choose to record sessions for students to watch remotely or to use for subsequent groups for educational purposes. The teacher will clearly announce it in advance if a session is recorded. The sessions will not be distributed to third parties outside the district and will be stored in and made accessible only through district platforms.
2. You may inform your teacher if you do not wish to be filmed/recorded, and can subsequently choose to turn off your webcam. You still need to meet attendance requirements.
3. Students may not create negative images of meetings using screenshots or screen recordings of any member of the faculty, staff, student body, or administration.
4. Students and families will make a concerted effort to protect student privacy above and beyond and efforts of the district. Please be aware that anything done online or electronically is not private and can be monitored.
5. Please do not share personal information, including passwords, online about yourself, family, friends, or faculty.
6. Do not upload or post personal information, private communications or photos of others without their permission.
7. Do not engage in behavior that puts yourself or others at risk. Students should seek the help of the teacher if they feel unsafe, bullied, or witness unkind behavior.

Participation
1. All classroom and school rules apply: there will be no harassment, intimidation or bullying.
2. Students will share any concern they have about another student with their teacher and let their teacher know immediately if they feel unsafe in a Virtual Class or breakout room.

Discussion
1. Always use a computer in a way that shows consideration and respect. It is not acceptable to use obscene, profane, threatening, or disrespectful language both while speaking or in discussion posts, chats, etc.
2. Do not disrupt the Virtual Learning Environment in any way: stay muted unless speaking, "raise" hand to ask a question, etc.
3. All communications with other students and staff must be of a course-related nature.

Academic Integrity
1. Do not cut, copy, or plagiarize Internet content or the work of your online classmates.
2. Students must not post assessments, assignments, answers to assessments or assignments, or any other curricular materials on any media that can be seen by other students or other third parties.

District Equipment (Chromebooks and Hotspots)
1. Exercise extreme care with district devices including securing the equipment whether it is in use or not in use.
2. Do not leave district devices in a hot or cold environment for an extended period of time.
3. Do not modify or attempt to circumvent security measures on district devices.
4. Do not leave district devices plugged in for an extended period of time. Once the device is fully charged, unplug the devices' power cords.
5. Damage or theft to devices or components must be immediately reported to the district.
6. The Student shall not, in any way, tamper with or misuse school equipment, either software or hardware. No form of tampering is acceptable.
7. Students may not download copyrighted software, audio or video files, or any other copyrighted material from the Internet not legally allowed to be used. Any such material found will be deleted without prior notification.
8. Only licensed software/apps may be installed on district computing devices. If students require special or nonstandard software to be installed on this computing device for virtual learning, the installation must be cleared by the School beforehand.
9. District devices may not be used for any form of personal financial gain.

10. District devices and its contents remain the property of the School. No data stored on district devices is personal or private and the student has no reasonable expectation of privacy in such data. Any application or data (apps, music, etc...) will become the property of the school district upon completion of the program.

11. District devices may record or collect information on the student's activity or the student's use of the device if the electronic device is equipped with a camera, global positioning system, or other feature capable of recording or collecting information on the student's activity or use of the device. If school district equipment is issued to a student for use outside the district, it is possible this collection of information on the student's activity or use of the device may occur outside of the school. The school district shall not use any of the capabilities in a manner that would violate the privacy rights of the student or any individual residing with the student as per. N.J.S.A.18A:3639 (P.L. 2013, c. 44).

12. Food and drinks should be kept well away from district devices. The Student should also take care when shutting down and closing the lid of the computing device (if applicable) to ensure that nothing is left lying on top of the computing device's surface.

13. Students will keep district devices in their possession at all times.They will not give or lend it to anyone except to return it to the School for repair in case it is damaged.

APPENDIX L

Restart Committee

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

SOMSD Taskforce

To engage multiple voices and perspectives in our planning process, we established the SOMSD Rethink-Reopen Taskforce to weigh state recommendations, identify reopening strategies across the world, identify community concerns and needs, and to make realistic recommendations for reopening. The Taskforce is comprised of 14 sub-committees and consists of over 100 members of our district community including: senior leadership, school administrators, supervisors, teachers, nurses, mental health professionals, social workers, our Townships' health department leaders, health-care professionals, members from the teachers' union, South Orange Maplewood Education Association (SOMEA), and administrator's union, Administrative, Supervisors, Coordinators Association (ASCA).

TASKFORCE MEMBERS
Dr. Ronald G. Taylor – SOMSD Superintendent
Dr. Gayle Carrick – Interim Assistant Superintendent, Administration
Paul Roth – School Business Administrator/Board Secretary
Dr. Melody Alegria – Assistant Superintendent, Special Services
Ann Bodnar – Director, Curriculum and Instruction
Keith Bonds – Director, Technology
Anide Eustache – Director of Communications
Frank Sanchez – Principal, Columbia High School
Kevin Mason – Principal, South Mountain School and Annex
Dara Gronau – Principal, Maplewood Middle School
Jennifer Connors – Principal, Clinton School
Bonita Patterson-Samuels – Principal, Montrose Early Childhood Learning Center
Raquel Horn- Principal Marshall School

Kim Hutchinson - Principal Jefferson School
Malikah Majeed- Principal Tuscan School
Jameel Misbahuddin – Supervisor, STEM, Science
Brad Bertani - AP Tuscan School
Shane Zeigler- AP South Mountain School
Sheila Murphy- AP Seth Boyden School
Laura Swyberius AP Marshall School
Terry Woolard AP CHS
Julie Porter SOMSD School Nurse Leader
Gretchen Shook – Columbia High School Nurse
Candice Davenport – Maplewood Health Department
John Festa –South Orange Health Department
Rocio Lopez - SOMEA president
Patrice Massung – SOMEA
Shira Lincoln- SOMEA
Pat Hurley-SOMEA
Caralyn Moore – Confidential Secretary, Superintendent
Elizabeth Brinkerhoff - Confidential Secretary, Superintendent
Annemarie Maini, SOMSD Board President

Taskforce Committee

Cleaning & Disinfecting		Communications
Paul Roth, Chair	John Festa	**Anide Eustache, Chair**
Caralyn Moore	Candice Davenport	Caralyn Moore
Elizabeth Brinkerhoff	Pete Romain	
Ronald Taylor	Ron Erazo	
Gayle Carrick	Shira Lincoln	
Keith Bonds	Allson Jean	

Taskforce Committee

Curriculum & Assessment			
Ann Bodnar, Chair	Ryann Varney	Jane Bean-Folkes	Ebony Wiggins
Alyssa Schlatmann	Susan Brody	Jayne Rigg	Dr. Gayle Carrick
Bridget McMahon	Shella Mesidor-Villard	Jennifer Kupperman	Joyce Leslie
Chris Balas	Sheila Murphy	Kristin Barber	Lindsey Ehrlich
Carole Bucher	Taylor Harris	Kim Beane	Lori Martling
Chris Preston	Tivoli Hunt	Katherine Costello	Mazin Abdelhadi
Dianne Canzonieri	Zoila Correa	Karen Thomany	Patrice Massung
Dallas Duffey	Ashley Corino	Katherine Wieboldt	Susan Ellis
Donna Grohman	Michele Reisman	Linda Abella	Stephanie Rivera
Eva McNally	Lynn Kelly	Lisa Heumann	Raquel Rodrigues
Gerry Colon	Lisa MacPherson	Leroy Johnson	Tanya Barr
James Manno	Ramon Robles	Laurie Pham	Hannah Govrin
Jameel Misbahuddin	David Wilson	Marissa DeMartino	James Regler
Michelle Rhodes	Jennifer Lereah	Mara Fox	Trudy Ann Davey
Patti Holmes	Jennifer Latimer	Megan Hellthaler	Chris Kleinwakes

Emergency Closing Plan	Health/Wellness	Policy
Dr. Gayle Carrick, Chair	**Julie Porter, Chair**	**Dr. Melody Alegria, Chair**
Dr. Ronald G. Taylor	Sheila Murphy	Julie Porter
Paul Roth	Candice Davenport	Caralyn Moore
Ann Bodnar	John Festa	Anide Eustache
Dr. Melody Alegria	Jessica Cavagnaro	Raquel Horn

Keith Bonds	Michele Rhodes	Jameel Misbahuddin
Anide Eustache	Dr. Michael Kelly	Adriana Clavijo
Pete Romain	Cadine Gray	
Tom Shea	Gretchen Shook	

Pre-K	Scheduling Committee	
Bonita Samuels, Chair	**Frank Sanchez - HS**	Malikah Majeed
Dr. Melody Alegria	**Louis Brown - MS**	Shannon Glander
Leroy Johnson	**Jennifer Connors – Elem**	Shira Lincoln
Karen Leary	Sheila Murphy	Falynn Balassone
Mikita Marfo	Kevin Mason	Laura Swyberius
Patricia Scali	Brad Bertani	Patrice Massung
Stacey Field	Raquel Horn	
Steffi Golden	Shane Zeigler	
Winifred Smith	Kim Hutchinson	

Special Education		Sports & Co-Curricular
Dr. Melody Alegria, Chair	Susan H. Ellis	**Frank Sanchez, Chair**
Bonita Samuels	Kevin Mason	Ken Mullen
Louis Brown	Michael Wojcio	
Laura Swyberius	Karen Thomany	
Brad Bertani	Susan H. Ellis	
Shane Zeigler	Leroy Johnson III	
Karen Leary	Geraldine Colon	
Meg Richardson	Stephanie Prall	
Lynn Stradford	Dorota Martinez	
Erica Onyeberechi	Paula Bethea	
Karen Thomany		

Staffing		
Terry Woolard, Chair	Monique Durant	Cassandra Bragg
Lynn Stradford	Rosemary Connell	Gretchen Shook
Bonita Samuels	Raquel Horn	Jorge Perez
Danyelle Hollaway	Russell King	Jennifer De Los Angeles
Falynn Balassone	Sabina Ellis	Jennifer McDowell
Kevin Mason	Kristin Barber	Lynn Irby
Malikah Majeed	Therese Crigler	Thomas Whitaker
	Wahkeelah Ellis	

Transportation	Virtual Learning/In Person Learning	
Paul Roth, Chair	**Dara Gronau, Chair**	Avis Gibbons-Williams
Ronald Taylor	Russell King	Michelle Witrock
Dr. Gayle Carrick	Keith Bonds	Carla DosSantos
Keith Bonds	Ann Bodnar	Pat Hurley
Jennifer Connors	Melody Alegria	Ms. Ehrilich
Kim Hutchinson	Jennifer Connors	Lisa MacPherson
Raquel Horn	Jameel Misbahuddin	Michael Steiner

Tammy Talmadge	Robert Stine	Ann Crowther
Allson Jean	Patrice Massung	Jeffrey Boni
	Shannon Glander	Karen Murphy
	Christine Kleinwaks	Kristie Thomas
	Seth Goodstone	Mazin Abdelhadi
	Ebony Mincer	Kirk Maynard
	Christopher Balas	Todd VanBeveren
	Michele Reisman	Peter Bauer
	Susan Brody	Ryan Muirhead
	Marci Grosholz	Cindy Malhotra
	Lisa MacPherson	Laurie Pham
	Amy Simon	Beth Johnson
	Shira Lincoln	

APPENDIX M

Pandemic Response Team (School Safety and Security)

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

South Orange & Maplewood Pandemic Response Teams
School-based Pandemic Team Chairperson*

Seth Boyden Elementary School
Shannon Glander, Principal*
Sheila Murphy, Assistant Principal
Colleen Powers, Child Study Team
Shella Mesidor-Villard, Teacher
Jesse Hein, Teacher
Dianne Canzonieri, Teacher
Allison Garcia-Pedrosa, Teacher
Maureen Davenport, Teacher
Sharonn Dinkins, Social Worker
Marianne Faugno, Secretary
Theresa Oweifie , School Nurse
Kevin Paul, Parent
Jill Fry, Parent
Dr. Arishya, Parent
Rolando Zapata, Custodian

Tuscan Elementary School
Malikah Majeed, Principal*
Brad Berttani, Assistant Principal
Suzanne Ciocolello, Teacher
Martha O'Connor, Teacher K
Jessica Wheeler, Teacher, K
Joi Nelson, Teacher 1st & Parent
Jennifer Thomas, Teacher 2nd
Martha Shea Sackett, Teacher 3rd
Christy Skawinski, Teacher 5th
Claire VanTine, Teacher, Music
Gina Rodriguez, Teacher 4th SOMEA Rep
Clair Sinclair, Teacher K
Tivoli Hunt, Teacher 4th

Andrew Dean, Teacher, Art
Jessica Horan-Payne, Tuscan PTA President
Katherine Lazen, School Social Worker
Leonel Rocca, Head Custodian
Angela Thompson, School Nurse
Sabrina Bethea, Office Clerk
Fay Clark, Secretary

Montrose Early Childhood Learning Center
Bonita Samules, Principal*
Steffi Golden, School Nurse
Rebecca Milligan, School Social Worker
Stacey Field, Teacher
Mikita Marfo, Teacher
Patricia Scali, Teacher
Ariana Javate , Parent
Laqueera Holt, Custodian

Marshall Elementary School
Raquel Horn, Principal*
Laura Swyberius, Assistant Principal
Rhonda Wyche, Teacher 2nd
Michael Wojcio, Teacher, Special Education
Shazzan Napoleon, School Social Worker
Eugene Murray, Head Custodian
Josue Martinez, Teacher 1st
Allison Gluck, Parent
Jean Gailard-Johnson, School Nurse
Jessica Fong, Teacher, Art
Adaliana Cuadrado, Secretary
Andrew Conklin, Teacher K
Inelda Bermudez, School Social Worker
Alycia Banks, Parent

South Mountain Elementary School and Annex
Kevin Mason, Principal*
Shane Zeigler, Assistant Principal
Christine Salvas, Teacher
Brent Jones, Teacher
Catherine Sinnicke, Teacher
Robert Gutkin, Teacher
Sarah Juhlin, Teacher
Amanda Mazzarella, Teacher

Rebecca Masters, Teacher
Craig Rynar, Teacher
Erica Epstein, Parent
Shazaan Napoleon, School Social Worker
BiBi Rahaman, Custodian
Sabrina Fox, Custodian
Julie Porter, School Nurse
Sharyn Wills, School Nurse

Jefferson Elementary School

Kim Hutchinson, Principal
Angel Rivera, Assistant Principal
Marisa Stoessel, Math Lead Teacher
Bridget McMahon, ELA Lead Teacher
Maudjah Francis, School Social Worker, Parent
Tanisha Anderson, School Nurse
Maria Bradley, Academic Intervention Teacher
Raymond Lahens, Custodian

Clinton Elementary School

Jennifer Connors, Principal*
Zoila Correa, Assistant Principal
Kristy Lynch, Parent - PTA Vice President
James Lehman, PE Teacher, Safety Committee Member
Arelis Tapia-Vargas - Social Worker
Michael Mack, Teacher 5th
Antoinette Gelin, Teacher, ELL
Jennifer Zalinski, 4th
Joann Harrigan, School Nurse
Vineta Budhu, Secretary
Kristy Lynch, Parent
Linda Sosa, Custodian
Katherine Costello, Kindergarten
Math Al, Kindergarten
Sari Birardi, Kindergarten

South Orange Middle School

Lynn A. Irby, Principal*
James Jennings, Asst. Principal
Jodie Barnhart, Teacher
Elizabeth Harris, Teacher
Hillary Rosen, Teacher
Don Tighe, Teacher

Stephanie Prall, Guidance Counselor
Allison Steiner, Social Worker
Keith Turpin, Nurse
Shayna Sackett, Gable- HSA Co-President
Jen Serravallo, HSA Co-President
Vinton Little, Head Custodian
Sandra Ritchwood, Office Clerk

Maplewood Middle School

Dara Gronau, Principal*
Louis Brown, Assistant Principal*
Russell King, Assistant Principal
Hillary Conway, School Nurse
Ezra Stewart, Team Leader
Ryann Varney, Team Leader
Maureen O'Sullivan, Team Leader
Steve Rosefort, Team Leader
Alyssa Schlatmann, Team Leader
Ryan O'Dell, Team Leader
Christine Kleinwaks, Team Leader
Anna Herstatt, Team Leader
Rich Palmgren, Team Leader
April Battle, School Counselor
Kelli Dios, School Counselor
Kevin Philemon, School Counselor
Eric Stoudemire, Social Worker
Amy Pitucco, ISTEP Social Worker
Veronica Olazabal, HAS Co-President
Kelly Harris, HAS Co-President
Robert Wise, Head Custodian
New Security Guard – TBD

Columbia High School

Frank Sanchez, Principal*
Falynn Balassone, Director of Guidance
Gerri Colon, Special Education Supervisor
Jameel Misbahuddin, STEM Supervisor
Dion Patterson, Assistant Principal
CHS Lead Security Guard (TBD in late August)
Ken Mullen, Interim Director of Athletics
Cheryl Hernandez, Secretary
Lynn Stradford, Teacher
Theresa Criegler, School Nurse

Gretchen Shook, School Nurse
Dorota Martinez, Student Assistance Counselor
Ms. Anthony Keli, Parent
Mrs. Zena Hardy, Parent
Katerina Barinas, Head Custodian

APPENDIX N

Scheduling of Students

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

a.School Day
b.Educational Program

PreK -12 families will have a choice between hybrid (in-person/virtual) or an all virtual instruction model. After a phase in two-week all virtual period for all students, the District will introduce in-person learning.

Instructional Models *(based on minimum 10% students opting for virtual learning)*:

1. **Hybrid Instruction**
   a. Once school begins, parents selecting hybrid only instruction who want to switch to all virtual instruction should contact their building principal.
2. **Virtual Only Instruction**
   a. Once school begins, parents selecting virtual only instruction can only request a switch to hybrid instruction during the following windows:
      i. Mid-quarter - October 9th
      ii. End of quarter - November 12th
   b. All requests will be handled at the school level

Preschool, Elementary & Middle Schools:
Students will attend school for in-person hybrid instruction in two cohorts (A and B) that will be composed of students separated alphabetically based on actual # of students per alphabet.
1. Cohort A - Students with last names beginning (example: *X - Y)
2. Cohort B - Students with last names beginning (example: *Y - Z)
3. Consideration will be given to keep families together and should siblings or family members with different last names need to be placed in the same cohort, parents should contact their building administration to discuss.

*split may vary depending on number of students per alphabet

School Day:
- Virtual students attend school virtually 5 days per week
- Hybrid students attend in person 4 hour days, 2 days per week
  - Virtually 3 days per week (Friday will be virtual for all)
- Subset of Special Services/ELL student population will attend in person 4 days per week
- One day per week, all students will learn virtually

Hybrid Model by Cohort: Preschool, Elementary and Middle Schools

Hybrid Model - (A/A & B/B) Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
In-Person / Virtual Instructional Days	**Group A** 4 Hours of instruction in school - in the Mornings	**Group A** 4 Hours of instruction in school - in the Mornings	**Group B** 4 Hours of instruction in school - in the Mornings	**Group B** 4 Hours of instruction in school - in the Mornings	Group A Group B Group C 4 Hours All Virtual Instruction (mix of live, pre-recorded and independent work)– Morning Session
	Group B • 3 Hours *virtual instruction in the morning • 1 Hour live with a teacher in the afternoon	**Group B** • 3 Hours *virtual instruction in the morning • 1 Hour live with a teacher in the afternoon	**Group A** • 3 Hours *virtual instruction in the morning • 1 Hour Live with a teacher in the afternoon	**Group A** • 3 Hours *virtual instruction in the morning • 1 Hour Live with a teacher in the afternoon	
English Language Learner and Select Special Needs Programs — 4 Day In-Person Instruction	**Group C** 4 Hours of instruction in school - in the Mornings	**Group C** 4 Hours of instruction in school - in the Mornings	**Group C** 4 Hours of instruction in school - in the Mornings	**Group C** 4 Hours of instruction in school - in the Mornings	

Virtual Model

Virtual Only Model					
	Monday	Tuesday	Wednesday	Thursday	Friday
Virtual Only Students	4 Hours of instruction, which may include a mix of: Live virtual instruction Pre-recorded instruction Teacher led small-group instruction Independent practice 1 hour live with a teacher in the afternoon				**All District Virtual Day** 4 Hours All Virtual Instruction (mix of live, pre-recorded and independent work)– Morning Session

Sample Preschool Schedule:

Gen Ed Program Schedule	Group A Cohort 4 hours in person	Group B Cohort Small group/individualized instruction for today's virtual group*: 50 minutes
Monday/ Tuesday	**In-person Activities :** ● Free choice 30mins ● Gross Motor 30mins ● Snack 30 mins ● Opening Group 15 mins ● Make Believe Play Block 60 mins ● Social & Emotional Learning Activity 15mins ● Large Group Literacy 15mins ● Small Group Math/Science 15 mins ● Small Group Literacy 15mins ● Closing Group/ Dismissal 15 mins **Independent Family Activities** ● Lunch 30 minutes ● Recess 30 Minutes ● Quiet Time 45 - 60 minutes	**Virtual/Remote Activities:** ● Mystery Question, Share the News 15 minutes ● *Opening Group 10 mins* ● Gross Motor 30 minutes ● *Large Group Literacy 15 mins* ● Snack 30 Minutes ● *Small Group Math/Science 15 minutes* ● Small Group Literacy 15 mins ● Make Believe Play 75 minutes ● Lunch 30 minutes ● Recess 30 Minutes ● Quiet Time 45 - 60 ● Free Choice 30 minutes ● *Social & Emotional Learning Activity, and Closing Group 10 minutes
Teacher Schedule after student dismissal	● Lunch: 55 minutes ● Common Prep 50 minutes ● Small group/individualized instruction for each day's virtual group*: 50 minutes	
Gen Ed Program Schedule	**Cohort A** Small group/individualized instruction for today's virtual group*: 50 minutes	**Cohort B** **4 hours in person**
Wednesday/ Thursday	**Virtual/Remote Activities:** ● Mystery Question, Share the News 15 minutes ● *Opening Group 10 mins* ● Gross Motor 30 minutes	**In-person Activities:** ● Free choice 30mins ● Gross Motor 30mins ● Snack 30 mins ● Opening Group 15 mins

	● *Large Group Literacy 15 mins* ● Snack 30 Minutes ● *Small Group Math/Science 15 minutes* ● Small Group Literacy 15 mins ● Make Believe Play 75 minutes ● Lunch 30 minutes ● Recess 30 Minutes ● Quiet Time 45 - 60 ● Free Choice 30 minutes ● *Social & Emotional Learning Activity, and Closing Group 10 minutes	● Make Believe Play Block 60 mins ● Social & Emotional Learning Activity 15mins ● Large Group Literacy 15mins ● Small Group Math/Science 15 mins ● Small Group Literacy 15mins ● Closing Group/ Dismissal 15 mins **Independent Family Activities** ● Lunch 30 minutes ● Recess 30 Minutes ● Quiet Time 45 - 60 minutes
Teacher Schedule after student dismissal	● Lunch: 55 minutes ● Small group/individualized instruction for that day's virtual group*: 50 minutes ● Common Prep 50 minutes	
Friday	**Activities (Virtual):** ● Mystery Question, Share the News 15 minutes ● Opening Group and Social & Emotional Learning Activity 15 minutes ● Gross Motor 30 minutes ● Large Group Literacy 15 mins ● Snack 30 Minutes ● Small Group Math/Science 15 minutes ● Small Group Literacy 15 mins ● Make Believe Play 75 minutes ● Lunch 30 minutes ● Recess 30 Minutes ● Quiet Time 45 - 60 minutes ● Free Choice 30 minutes ● Closing Group 5 minutes	

Teacher Schedule - Friday	● Virtual Instruction Individual and Small Group Support, Social Emotional Activities: 60 minutes Yellow Group
	● Virtual Instruction Individual and Small Group Support, Social Emotional Activities: 60 minutes Blue Group
	● Professional Development: 60 minutes
	  ○ Curriculum
	  ○ Assessment
	  ○ NJGrow
	  ○ Master Teacher-led PD	

	○ PIRT-led PD
	○ Supporting Students with Special Needs
	○ Related Service Providers co-planning and PD
	○ Others as warranted
	● Lunch: 55 minutes
	● Common Prep: 50 minutes
	● Special Education Planning: 115 minutes
	    ○ Paraprofessional/Teacher debrief and planning
	    ○ Individualized Learning Plan Development for students with IEPs

Gen Ed Program Student Schedule	100% Virtual/Remote Learning
Monday - Friday	**Virtual/Remote Activities:** ● Mystery Question, Share the News 15 minutes ● Opening Group and Social & Emotional Activity 15 minutes ● Gross Motor 30 minutes ● Large Group Literacy 15 mins ● Snack 30 Minutes ● Small Group Math/Science 15mins ● Small Group Literacy 15 mins ● Dramatic Play 75 minutes ● Lunch 30 minutes ● Recess 30 minutes ● Quiet Time 45 - 60 minutes ● Read Aloud 15 minutes ● Freeze Dance and Closing Group 15 minutes
Teacher Schedule Monday - Thursday	● Virtual Instruction 60 minutes ● Individual and Small Group Support: 120 minutes ● Lunch: 55 minutes ● Common Prep: 50 minutes ● Individual and Small Group Support: 60 minutes
Teacher Schedule Friday	● Virtual Instruction Individual and Small Group Support, Social Emotional Activities: 60 minutes Yellow Group ● Virtual Instruction Individual and Small Group Support, Social Emotional Activities: 60 minutes Blue Group ● Professional Development: 60 minutes ○ Curriculum

	○ Assessment
	○ NJGrow
	○ Master Teacher
	○ PIRT
	○ Supporting Students with Special Needs
	○ Related Service Providers
	○ Others as warranted
	● Lunch: 55 minutes
	● Common Prep: 50 minutes
	● Special Education Planning: 115 minutes
	   ○ Paraprofessional/Teacher debrief and planning
	   ○ Individualized Learning Plan Development for students with IEPs

Preschool Self Contained (ABA) Class schedule
Virtual/Remote instruction is simultaneous with in-person instruction
In-person and virtual/remote Monday - Thursday, Only Virtual/Remote Friday

	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7
8:30 - 8:50 AM	Opening Group (virtual and in person)						
8:50 - 9:10 AM	Trials (virtual or in person)			SensoryActivity			
9:10 - 9:30 AM	Sensory Activity			Trials (virtual or in person)			
9:30 - 10:10 AM	Snack						
10:10 - 10:30 AM	Trials (virtual or in person)			Music and Movement			
10:30 - 11:10 AM	Music and Movement			Trials (virtual or in person)			
11:10 - 11:30 AM	Trials (virtual or in person)			Social Emotional Activity			
11:30 - 11:50 AM	Social Emotional Activity			Trials (virtual or in person)			
11:50 - 12:10 AM	Story Time						
12:10 - 12:30 PM	Social Skills/Closing Group/Dismissal						
12:30 - 2:30 (students)	Student Lunch/Recess and Quiet Time						
12:30 - 3:15 (staff)	Teacher Lunch 55 minutes Scheduled Family Contact and Individualized Support 60 minutes Prep 50 minutes						

Self Contained Teacher Schedule Friday	● Virtual Instruction Individual and Small Group Support, Social Emotional Activities:
	● Professional Development: 60 minutes
	   ○ Goal Setting
	   ○ Assessment

	○ Supporting Students with Special Needs
	○ Related Service Providers
	○ Others as warranted
	● Lunch: 55 minutes
	● Common Prep: 50 minutes
	● Special Education Planning: 115 minutes
	    ○ Paraprofessional/Teacher debrief and planning
	    ○ Individualized Learning Plan Development for students with IEPs

Columbia High School:

After a phase in period where we start school with all-virtual learning for two weeks, then introduce in-person learning.

The proposed Columbia High School Hybrid Model is a "phase-in" of a more robust distance learning model as the safest way to begin the school year. This model is based on mostly virtual, synchronous learning, creating a strong content foundation for our students so that they can easily transition back to a traditional schedule when it is deemed safe by local officials.

- Parents choose between hybrid or virtual models
  - Virtual students attend school virtually 5 days per week
  - Hybrid students attend in person four-hour days one day a week every other week. Teachers lead synchronous, virtual lessons twice a week during specific time periods with a rotating block schedule. These virtual school days will be held on Monday, Tuesday, Thursday, and Friday.
  - A subset of high-need students (classified students in self-contained classes, English Language Learners, etc) can attend in-person sessions 4 days per week.

- Virtual work / links to assignments will be found on Canvas, the district's new learning management system

Secondary Counseling Services (including SAC Supports):

SOMSD recognizes that counselors play a key role in assisting students with their social-emotional needs, as well as postsecondary goal support, and this assistance is even more vital during a pandemic. The guidance counselors and SAC counselors are committed to providing assistance to students in a manner that will contribute to tangible post-secondary outcomes.

- SAT, PSAT testing
  - The SAT will be administered on the national testing dates, and are also planning to offer school-based testing for our Juniors and Seniors for the first time. We will be offering the PSAT as usual.

- College Tours/Information
  - We are currently registering college admission counselors for virtual visits with our students via Webex throughout the fall. These will be available to our students after school hours so as not to interfere with instructional time. We will also be disseminating information regarding virtual tours and information sessions throughout the fall like we did this spring

- Post-secondary supports
  - Counselors will be holding individual post-secondary planning meetings with Seniors and their families virtually. They will create calendars via SCOIR, our new post-secondary planning program, and students will be able to sign up for a time. These meetings begin at the end of September and go through Thanksgiving. We will also be hosting our usual Senior Post-secondary Planning Parent Night in September, albeit virtual. In the meantime, I am running an 8 week application planning series this summer where I send out "assignments" and tips regarding the application process via our Counseling Center Google Classroom and SCOIR. Once we solidify the return to school schedule, we will also announce virtual application workshop times.

- High School Socialization opportunities
  - Counselors will have drop in office hours (Google Meet) posted during which groups of students can come online to chat or ask questions. Counselors also run small group meetings for sophomores and freshmen at various times throughout the year. They will do this virtually if we are not back in school. We are also hoping to move forward with an advisory plan, virtual or not.

- Student Assistance Counselors (SAC)
  - District SAC counselors will provide virtual counseling assistance to students in need, as well as disseminate resources necessary to address substance abuse and related issues.

APPENDIX O

Staffing

As it is vital to clearly communicate with our educators the expectations for teaching and support for student learning during this global pandemic, the staffing sub-committee of the school reopening task force would like to set forth the following proposals.

- Utilize the survey conducted by SOMEA to gather data on available staff for both online and in-person teaching
  - Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
  - Deploy staff to design instruction in hybrid and virtual learning environments

- Development of a permanent staffing committee to keep in constant/consistent contact with the bargaining units of the teachers and administrators to ensure
  - School reopening plans and decision-making must be fluid and change with the needs of our staff and students throughout the school year, considering the unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.
  - Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
  - Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
  - Assess teacher, student, and parent needs regularly.
  - Set clear expectations for remote and in-person students.
  - Ensure students and parents receive necessary supports to ensure access to instruction.

- Staff roles will expand to accommodate new health and safety regulations.
  - Duties must change to reflect the needs of the building and should consider monitoring student movement, hallway traffic, and bathroom protocols.
  - Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).

- Creation of common planning time to ensure consistency of lessons across the district
  - Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.

- ○ Develop a bank of videos (premade from staff or professionally made from online sources ie Khan Academy, Coursera, Udemy, etc.)
- ○ Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.

- Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist, building based substitutes, lead teachers
- Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- Prioritize practical science and practical CTE areas for on-site opportunities.
  - ○ Labs
- Professional Development:
  - ○ Hone collaboration, team building skills
  - ○ Cooperation and relationship building with families
  - ○ Using alternative methods to remain connected to virtual instruction
  - ○ Using Canvas and other software tools to work with students
  - ○ Understanding the COVID 19 Virus
- Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment

Substitutes:
- Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
- Cohort of teachers willing to teach online from inside the building
- Additional building based substitutes
- Emergency certification/substitute certification for Paraprofessionals, Aides, and student teachers.
- Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.

Student Teachers:
To ensure student teachers are prepared to start supporting instruction on day one, districts should:
- Survey potential student teachers over the summer to determine technology needs/access.
- Provide district loaner devices (where possible) or work with partner institutions to provide loaner devices.
- Prior to the start of the school year, provide district email addresses and access to online (usernames/passwords/organizational credentials).
- Train student teachers to use technology platforms.
- Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.

Student teachers should:
- Obtain a substitute credential to gain the ability to support students without supervision as needed.
- Lead small group instruction (in-person to help with social distancing).
- Co-teach with cooperating teacher and maintain social distancing.
- Manage online classrooms for asynchronous hybrid sessions while cooperating teacher teaches in-person.
- Implement modifications or accommodations for students with special needs.
- Facilitate one-to-one student support.
- Provide technical assistance and guidance to students and parents.
- Develop online material or assignments.
- Pre-record direct-instruction videos.

APPENDIX P

Athletics & Extracurricular Activities

Athletics and other extracurricular activities offer students the opportunity to apply academic skills in a real-world context, improve their social skills, and provide further socializing imperative for a well-rounded education. It is important that we continue as many extracurricular opportunities for students as possible during this time as safely as possible.

- Athletics at Columbia High School (Link to the CHS website)
    - Virtual Conditioning (JULY 21 - JULY 31) Coaches will send information to each player via Google Classroom with information related to workouts at home. No Captains' Practices are allowed.

    - Preseason Workouts (AUGUST 3 - AUGUST 28)
        - Phase 1 workouts cannot be longer than 90 minutes in duration. Upon arrival, student-athletes will have his or her temperature checked by staff. Additionally a COVID-19 daily pre-screening questionnaire will need to be filled in front of school personnel. Students will workout in ten-person "pods."
        - After two weeks, Phase 2 workouts will begin in which extended sessions and increased team activities as it pertains to skills and drills development and will allow students to use indoor facilities.

    - Regular Season Workouts (Beginning SEPTEMBER 14)
        - There will be no practices, scrimmages or try-outs statewide from August 29th - September 13 other than virtual meetings between coaches and players.
        - Practices and try-outs will begin on September 14 following NJSIAA protocols.
        - Competition will start September 28 for girls tennis and on October 1 for all other sports except football, which will kick off its season on October 2. Regular seasons will conclude on October 23 for girl's tennis, November 7 for football, and November 12 for all other fall sports. Limited postseason play will run from October 24 through October 31 for girls tennis, and November 13 through November 22 for all other sports.

- Extracurricular Activities

All extracurricular activities, with the exception of some athletics will be significantly diminished to the fullest extent possible to allow for proper cleaning time; social distancing and hygiene protocols will be maintained by these groups under the supervision of their coaches and activity leaders. In addition, SOMSD will cancel field trips, assemblies, and/or other large gatherings. Finally, external community organizations that use school/district facilities will not be allowed. Virtual group events, gatherings , or meetings in lieu of field trips will be pursued.

ADDENDUM: Technology

Ongoing Needs Assessment & General Communications
- The South Orange Maplewood School District will continue to send technology needs assessments to SOMSD families. These assessments will help provide the district with data regarding technology access and connectivity in the home.
- Surveys will be performed via robo-call and web survey.
- Targeted paper mailings for economically disadvantaged families will be sent out during the month of August, informing families of the possibility of borrowing devices from the district.
- Online registration documents will be updated to include electronic copies of the targeted paper mailings.
- A general email address (info@somsd.k12.nj.us) is used to collect requests to borrow Chromebook equipment from the district.
- If a family does not have the ability to send an email to the general email address established by the district, families can call their school's main office line and leave a message.

Technology Distribution – Phase 1

Many of the technology vendors are having large supply chain issues, creating a protracted order fulfillment process. The district has a large number of laptops and Chromebooks on order, but the delivery date has not been communicated by the vendor. Until orders have been fulfilled and an adequate supply of Chromebooks and Laptops are available, the district will operate under the following Phase 1 guidelines:

Students
- Any student who does not have access to a computer device at home can borrow a Chromebook from the district. Each student will be limited to 1 Chromebook.
- Any family who does not have access to the internet in their home can borrow a Hotspot from the district. Each family is limited to 1 mobile hotspot.

Staff
- All teaching staff are currently assigned Windows based laptop computers.
- Support staff who do not have computers at home and need a mobile device can borrow a Chromebook from the district.
- Laptop repairs will continue during the 2020 – 2021 school year. If a staff laptop needs to be repaired over the course of a few days, staff may borrow a loaner Chromebook or laptop.

Technology Distribution – Phase 2

When the SOMSD's outstanding equipment orders are fulfilled, the district will move into Phase 2 of technology distribution. This includes:
- Students
  - All pre K – 12 students are provided with a district Chromebook utilizing existing district inventory. This one to one Chromebook model allows students to utilize devices for in person learning and during virtual instruction.
  - Any family who does not have access to the internet in their home can borrow a Hotspot from the district. Each family is limited to 1 mobile hotspot.
- Staff
  - All support staff members will be assigned a Windows based laptop computer. Previously lent Chromebooks will be returned to the district.
  - All teaching staff will continue to utilize district assigned laptops to engage in remote instruction.

Chromebook Use During In Person Instruction
- While vendors are fulfilling orders, the district anticipates diminished Chromebook availability during live instruction. Chromebook carts used during in person instruction may be dismantled and devices distributed to staff and students for home use. When outstanding equipment orders are fulfilled, the district will ask that students bring devices to and from their homes.

Assistive Technology Needs Accommodations
- Students with any assistive technology needs accommodations will be provided with equipment and software outlined in the Individualized Education Program (IEP). If there are technologies that cannot be provided remotely, the Student Services Department will work with the Technology Department to identify alternative individual solutions.

Ongoing Technical Support For Distributed Devices
- Staff members should submit technology help desk tickets for any technical issues that arise with their district equipment. Technicians will troubleshoot issues remotely and / or schedule an appointment time that the broken equipment can be delivered to the district IT offices / school technology office for repair.
- Students / Families can email info@somsd.k12.nj.us if they are having issues with their district Chromebooks. Technicians will reach out to families via email to coordinate troubleshooting remotely and or schedule an appointment time that broken equipment can be returned to the district IT offices or school for repair.

ADDENDUM: Policy Updates

SOMSD continues to review our current health policies and regulations in light of the world-wide coronavirus epidemic. A recommended list of the policies and regulations from Strauss Esmay and NJSBA were reviewed and revised to be recommended to the SOMSD Board of Education. SOMSD has worked with our school physician and school nurses to not only update the policies and regulations, but also to increase awareness of the warning signs and symptoms of the coronavirus.

The following policies and corresponding regulations from Strauss Esmay have been reviewed:
- Policy and Regulation 2412 – Home Instruction Due to Health Condition
- Policy 2700 – Services to Non-Public School Students
- Policies and Regulations 3160/4160 – Physical Examination
- Policies - 3161/4161 – Examination for Cause
- Policy 5305 – Health Services Personnel
- Policy and Regulation 5306 – Health Services to Non-Public Schools
- Policy 5307 – Nursing Services Plan
- Policy and Regulation 5310 – Health Services
- Policy and Regulation 5320 – Immunization
- Policy and Regulation 7420 – Hygienic Management
- Regulation 7420.1 – Bloodborne Pathogen Exposure Control Plan
- Policy 8420 – Emergency and Crisis Situations
- Policy and Regulation 8441 – Care of Injured and Ill Persons
- Policy and Regulation 8451 – Control of Communicable Disease

The following New Jersey School Board Policies have been reviewed (numerical series differs from SOMSD):
- Policy 1250- Visitors

- Policy 3510- Operation and Maintenance of Plan
- Policy 3541.33- Transportation Safety
- Policy 5141.2- Illness
- Policy 5141.3- Health Examinations and Immunizations

Each policy and regulation listed above has been reviewed and any changes will be referred to the Board's Policy Committee, and then subsequently to the entire Board of Education for adoption.

ADDENDUM: Childcare Considerations

District Administrators along with the South Mountain YMCA Team are hard at work developing plans and analyzing resources to be able to offer childcare for families that need it most as school reopening plans are announced. James Goodger is the Ys Executive Director who has been pivotal in the finalizations of plans to bring this crucial support to our families. We know that many families will need a place for their child to have access to technology for Virtual Learning, to be able to participate in STEAM based enrichment activities, a place for physical play and important social interactions, all under the supervision of strong mentors.

It is our priority to ensure equitable access to programming and the Y for All Financial Assistance Program is available to ensure scholarships are available to families who need our programs and services the most. We are happy to announce that the process to apply is now online!

The Y has been providing childcare since the beginning of the pandemic and is well prepared to implement health and safety protocols in its school-age childcare programming. Capacity will be limited to keep group sizes low and to allow for implementation of these protocols.

The South Mountain YMCA has been a trusted partner with the District for many years and now more than ever, we will have to work together to pivot and ensure our parents and our youth can thrive in this new normal. The South Mountain YMCA's preliminary plan consists of am and pm half day care for Mondays, Tuesdays, Wednesdays and Thursdays and full day care programs, specifically on Fridays. They are also exploring the ability to offer childcare for District employees at a centralized location. Additional information will be forthcoming as plans are finalized.

CHART OF USEFUL LINKS

Conditions for Learning		
Section	**Title**	**Link**
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President's Plan for Opening American Up Again	https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-day-camps.html%20-%20page=46
	Childcare, Schools, and Youth Programs	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
	People Who Are at Increased Risk for Severe Illness	https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance

	When and How to Wash Your Hands	https://www.cdc.gov/handwashing/when-how-handwashing.html
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana
	What Bus Transit Operators Need to Know About COVID-19	https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf
	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/posters.html
Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/
Section	**Title**	**Link**
	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf
	Guidance for Child Care Programs that Remain Open	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html
	General Business Frequently Asked Questions	https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html

Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	https://www.epa.gov/sites/produ ction/files/2020-04/documents/3 16485-c_reopeningamerica_guida nce_4.19_6pm.pdf
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-re gistration/list-n-disinfectants-use -against-sars-cov-2-covid-19
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-re gistration/list-n-disinfectants-use -against-sars-cov-2-covid-19
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	https://www.tolerance.org/magaz ine/a-trauma-informed-approach -to-teaching-through-coronavirus
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	https://casel.org/wp-content/upl oads/2020/05/CASEL_Leveragin g-SEL-as-You-Prepare-to-Reopen -and-Renew.pdf
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	https://www.nj.gov/education/njt ss/guidelines.pdf
	RTI Action Network	http://www.rtinetwork.org/
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	https://challengingbehavior.cbcs. usf.edu/docs/Pyramid-Model_PB S-early-childhood-programs_Sch oolwide-PBS.pdf
Wraparound Supports	SHAPE	http://www.schoolmentalhealth.o rg/SHAPE/
	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Pare nts/Child-Care-Resource-and-Ref erral-Agencies.aspx

	Coronavirus Resources for Mentoring	https://nationalmentoringresourcecenter.org/
Section	**Title**	**Link**
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Section	**Title**	**Link**
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/edevaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
Athletics	Executive Order No. 149	http://d31hzlhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf

	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf

Policy and Funding

Section	Title	Link
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm

Section	Title	Link
Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bso/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response:	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf

	Emergency Procurement and Use of Storm Recovery Reserves	
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/

Continuity of Learning		
Section	**Title**	**Link**
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf

Section	Title	Link
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml
Section	**Title**	**Link**
Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/
Career and Technical Education (CTE)	Communicable Disease Service	https://www.nj.gov/health/cd/topics/covid2019_schools.shtml
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html

Additional Addendum Items:

- **NJ Department of Education, Checklist for the Re-Opening of School 2020-2021** (added 8/13/20): To assist with development and review of school reopening plans, this checklist presents the Anticipated Minimum Standards detailed in the NJDOE's "The Road Back: Restart and Recovery Plan for Education," select statutory and regulatory provisions governing school schedules, and other central reopening priorities
https://nj.gov/education/reopening/DOE_HealthandSafety.pdf