



Return to School Plan

Phase I

September 8, 2020-November 25, 2020

WAYNE RETURN TO SCHOOL PLAN

August 6, 2020

Dear Members of our WTPS Community:

The administrators and staff members of the Wayne Township Public Schools recognize that we are in a moment like no other where we are all experiencing feelings of hyper-uncertainty and justifiable anxiety. At the same time, the coronavirus is not new to any of us and it has become the background for our lives. What is new is the idea of opening schools for in-person instruction during a pandemic. As this plan was developed, it became obvious that it was more of a starting point instead of a comprehensive plan because so much about the future remains uncertain.

While Wayne is a strong and resilient community, we have a new challenge which will test all of us. In the coming weeks, we are required to take this idea of opening schools for in-person instruction during a pandemic and convert it into a safe and responsible course of action and then into a school opening on September 8th. After taking into consideration the feedback of the community and the results of our parent survey, we are presenting this plan with the understanding that Wayne is still more than one month away from the start of school and many more changes will be necessary before we open our doors.

The word *pivot* appears constantly in COVID-19 related articles and is used so frequently because it describes what has happened in so many facets of life during this pandemic and we can count on the need to pivot as a school district. For this reason, this plan was designed for great flexibility and accounts for the many situations we may face. More importantly, this plan was written with student and staff safety at the forefront at all times.

Unlike the administration's original proposal shared at the July 16th Board of Education meeting, this plan is far more detailed and provides a number of answers to questions from the community. We believe this comprehensive plan places our students and teachers in an excellent position to return to school and to do so with the knowledge that it meets all New Jersey Department of Education requirements, is fully aligned with the latest guidance from the Centers for Disease Control and has been reviewed by our school physician and local health officials. In addition, the plan contains detailed information about how we will improve our distance learning model and how we will be able to quickly pivot in the event that we are required to close our doors once again.

We look forward to seeing our students return to school in-person or virtually on September 8th!

Sincerely,

Mark Toback
Superintendent of Schools

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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”, 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 *Wayne Board of Education Return to School 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 of 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

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schedule for increased routine cleaning and disinfection.” This plan assigns the responsibility for completing tasks to “school officials” which would ultimately be the Superintendent of Schools, Assistant 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 – **Return to School 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 includes 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.

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

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THE BOARD OF EDUCATION'S RETURN TO SCHOOL PLAN

The Board of Education's Return to School Plan addresses four key subject areas:

- A. Conditions for Learning;
- B. Leadership and Planning;
- C. Policy and Funding; and
- 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.

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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.
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(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;
 - (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
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under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

[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.
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- (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.
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[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.

[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).

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[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
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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
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Disease Service's 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.
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- (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.

[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.

[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

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- (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. doorknobs, 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;
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- (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).

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

[See Appendix H – Critical Area of Operation #8 – Meals]

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.
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- (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.

[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.

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

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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. Each school will continue with our existing social and emotional learning program. Furthermore, the weekly schedule calls for an all virtual day of instruction which is labeled Wellness Wednesday. This designation was created to make time in the schedule to allow for a focus on social and emotional learning and school climate and culture programs. Furthermore, the

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District has hired counselors to develop a safety net checklist for all students. The safety net will be provided to all teachers to help with identifying students in need of social and emotional support recognizing that some issues may be less visible to teachers, especially in a virtual environment.

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. The District will continue with the existing model while also expanding efforts to identify students in need of support with the purchase of I-Ready which is screening software as well as the existing benchmarks which are included in our Link-It database. Whether we have in-person or virtual instruction, our District will be able to academic needs and provide additional interventions and supports as appropriate. We also will continue to screen for gifted and talented students and enrichment. Furthermore, our plan will include a teacher survey to provide the District with recommendations for students requiring additional enrichment opportunities.

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. The District retains the services of one reading specialist per elementary school plus an additional interventionist.

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

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feeding of students during all phases of school reopening. The District has had great success with providing meals to any family throughout the pandemic and will continue to do so. While it is not advisable to assemble large numbers of students together for a traditional school lunch program, the District is providing numerous “Grab and Go” opportunities.

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. The District has a long history of providing high quality childcare in partnership with many other community providers and will continue to do so. The schedule included in this plan requires an expansion of before and aftercare services.

[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.

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- 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.

[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
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- e. diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.
 - f. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.
 - g. 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.
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- (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.

[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.
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- (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.

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- (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.

[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
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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
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- (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.

[See Appendix O – Staffing]

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
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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.
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- (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.
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- (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.
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- (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 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.
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- (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

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- (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.

[See Appendix O – Staffing]

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:
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- (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 classroom 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.
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- (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 need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

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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.

[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. Readyng 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

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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

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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:

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- (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.

2. Technology and Connectivity

- a. School districts should strive to ensure that every student has access to a device and internet connectivity. School
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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.

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).

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- 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.
 - (c) 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.
 - (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
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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.
- (3) Assessment
- (a) For the purposed 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.
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- (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.

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;

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- (4) Presented to include the input and collaboration of stake holders, 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.
 - 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.
 - 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.
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- (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.
 - 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
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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.

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Appendices

Return to School Plan

Wayne Board of Education

Phase I

September 8, 2020-November 25, 2020

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Appendix A

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

SCREENING

Originally, the District intended to utilize a smartphone/computer application where parents are required to attest daily that they took their child's temperature and their temperature is below a threshold (100.4 degrees) and that no fever reducing medication was used. Specific questions about possible exposure will also be required to be answered each day. As a backup for those students and/or staff that do not have access to the application or forgot to complete the form, we will require the daily completion of a hardcopy form with the same questions as on the application. Our school nurses will operate on a flexible schedule where they would come to school one half hour early and leave half an hour early so that they can accomplish any daily in-person screenings needed. However, it is important to note that on July 23rd, the Centers for Disease Control provided updates guidance which included the following language about screening:

CDC does not currently recommend universal symptom screenings (screening all students grades K-12) be conducted by schools.

While the guidance from the NJDOE has not been revised at this point, it is unclear if the NJDOE will continue to require screening despite a contrary recommendation from the Centers for Disease Control. Regardless, the District is in position to provide screening services.

MASKS

Based on our general inability to be completely socially distanced due to the square footage of our classrooms and the number of students, even under a cohort model, the guidance from the NJDOE requires that students and staff members wear masks with certain exceptions as necessary for young children, children with disabilities, and for health reasons. The District is also investing in portable sneeze shields which will be helpful in reducing the spread of COVID-19. Pre-K students will not be required to wear masks.

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Extensive cleaning and disinfecting procedures will also be in place. Frequent hand sanitizing and/or hand washing will be enforced. Cleaning and hand sanitizers will all be made readily available. All high-risk students and staff have been given the opportunity to request reasonable accommodations pursuant to the Americans with Disabilities Act.

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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:

a. Social Distancing in Instructional and Non-Instructional Rooms

As much as possible, social distance protocols will be enforced. Masks will be required at any time that social distancing cannot be enforced due to space or other limitations.

b. Procedures for Hand Sanitizing/Washing

Hand sanitizing stations have been set up in all public areas where soap and water are less readily available. Frequent hand washing will be required of all students and staff.

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Appendix C

Critical Area of Operation #3 – Transportation

Transportation employee screening will take place prior to the start of each shift with required self-monitoring for symptoms and signs of COVID-19. In addition, the transportation department will undertake the following preventive activities:

- a. Proper hand washing, hygiene and respiratory etiquette to include the use of face coverings at all times for drivers, bus monitors, and students.
- b. Maintain social distancing requirements during department staff activities, when transporting students and staff, and outside district vehicles as part of school bus entrance.
- c. Students will be placed in seating arrangements that will be consistent with social distancing requirements.
- d. Bus monitors will monitor and enforce all social distancing requirements on school vehicles.
- e. Personal protective equipment will be provided to staff and will be available to students as needed.
- f. Cleaning, disinfecting, and appropriate ventilation of district student transportation vehicles.
- g. Communications and training will be provided to all bus driver and bus monitors on required social distancing and cleaning protocols.
- h. Ongoing communication and training will be provided to all bus drivers and bus monitors that did not receive the initial training.

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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

Please see **Appendix A**. re: required screenings for students and staff.

- b. Social Distancing in Entrances, Exits, and Common Areas

Entrances, exits and common areas will be monitored to ensure social distancing is adhered to. In addition, distancing stickers and other markers will be used to identify places to stand and maintain six feet of distance. One way hallways will also be enforced and visible reminders will be placed in the hallway in the form of floor stickers to demonstrate safe distances and to also help with the flow of students. In addition, the schedule at the middle and high school level allows for additional travel time to avoid having large numbers of students in the hallways at the same time. Pick up and drop off will be redesigned by each of our building principals recognizing the fact that our schools have many different layouts that must be taken into consideration as we make efforts to ensure social distancing at all times.

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Appendix E

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

a. Screening Procedures for Students and Staff

Each morning before the start of the school day, parents/guardians and all staff members will be required to complete a brief survey through an app to determine safe entry into the building for students and employees scheduled to attend that day. All results will be documented, and maintained confidentially. Any students/households or staff that report exposure or symptoms will be directed to stay home and wait for guidance on symptomatic separation or COVID positive exposure protocols. **Parents and caregivers should monitor their children for signs of infectious illness each day. Students and staff should not attend school if they are sick or are experiencing possible symptoms of COVID-19.** Students and staff should stay home when sick until at least 24 hours after they no longer have a fever (temperature of 100.4 or higher) or signs of a fever (chills, feeling very warm, flushed appearance, or sweating) without the use of fever-reducing medicine (e.g., Tylenol). The school will contact the Wayne Department of Health if necessary to identify those who may have been exposed, or are experiencing COVID-19 symptoms. The school may also notify all families who may have come in contact, as directed by the Department of Health, while maintaining confidentiality.

All students and staff will be required to complete the following brief survey each in-person school day using the District application. Hardcopy forms will also be available.

Daily Home Screening for Students and Staff

Parents: Please complete this short check each morning and report your child's information in the morning before your child leaves for school.

SECTION 1: Symptoms

If your child has any of the following symptoms, that indicates a possible illness that may decrease the student's ability to learn and also put them at risk for spreading illness to others. Please check your child for these symptoms:

Temperature 100.4 degrees Fahrenheit or higher when taken by mouth;
Sore throat

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New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline);

Diarrhea, vomiting, or abdominal pain; or

New onset of severe headache, especially with a fever.

SECTION 2: Close Contact/Potential Exposure

Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19; OR

Had close contact (within 6 feet of an infected person for at least 15 minutes) with person under quarantine for possible exposure to COVID-19; OR

Has traveled to a State currently on the NJ list of states from which quarantine is required.

If the student/parent/caregiver answers YES to any question in Section 1 but NO to any questions in Section 2, the student would be excused from school in accordance with existing school illness management policy until symptom-free and fever-free for 24 hours without fever reducing medications).

If the student or parent or caregiver answers YES to any question in Section 1 and YES to any question in Section 2, the student should be referred for evaluation by their healthcare provider and possible testing. Students who have received a negative test result, and a medical clearance note from their doctor should be allowed to return to school once their symptoms have otherwise improved in accordance with existing school illness management policies.

Students and staff diagnosed with COVID-19 or who answer YES to any question in Section 1 and YES to any question in Section 2 without negative test results should stay home, isolate themselves from others, monitor their health, and follow directions from their doctor. A medical clearance note will be required to return to school. The school nurse and/or the local health official may contact the family for contact tracing. If contacted, families should notify the contact tracer that the student attended school.

b. **Protocols for Symptomatic Students and Staff**

Each morning before the start of the school day, parents/guardians and all staff members will be required to complete a brief email survey to determine safe entry into the building. All results will be documented, and students/staff who are permitted to return to school each day will receive a certification message. Any students/households or staff that report exposure or symptoms will be directed to stay home and wait for guidance on symptomatic separation or COVID positive

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exposure protocols The school will contact the Wayne Department of Health. The school may also notify all families who may have come in contact, as directed by the Department of Health, while maintaining confidentiality to the extent possible.

Backup procedures will be in place for anyone who does not complete the online form. Temperatures will be monitored, and results kept confidential so as to protect individual medical information.

School Isolation Protocols

Students who develop any of the symptoms in Section 1 while at school should be placed in an isolation area separate from staff and other students:

Isolation areas will be set up at each school to protect others from exposure until the student or employee is able to leave the building to return home. If more than one person is isolating, social distancing will be enforced. Face coverings and hand sanitizers will also be available for use. The isolation area will be disinfected using the Center for Disease Control (CDC) guidance after use by a possibly infected person.

c. Protocols for Face Coverings

All staff and students will be required to wear masks unless doing so would inhibit the individual's health. We recognize the challenge face coverings may pose for younger students, for certain students with special needs, or for those whom wearing face covering is discouraged because of a health condition.

Exceptions will be made when there is a documented medical reason, or the student is unable to tolerate wearing one due to a disability as reflected in an Individualized Education Program (IEP). In these situations, additional measures will be taken to prevent any possible spread of the virus. Sneeze guards and face shields are just two examples.

All visitors will be required to wear a face covering and no visitor will be admitted to any building without a face covering.

All students and staff members may wear a mask of their own choosing to school. The District will also provide 2-3 washable masks for daily use for staff.

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Appendix F

Critical Area of Operation #6 - Contact Tracing

If a staff member or student reports that they have contracted the COVID-19 virus or come in close contact with someone who has the virus, a report will be made to the Wayne Department of Health (DOH) and at each school. The DOH will then facilitate the contact tracing protocol/process and make recommendations for a school and/or community response.

Any person reporting that they have been in contact with a person who has COVID-19 will be required to quarantine while the Department of Health (DOH) conducts a contact tracing investigation. Each school/building will have a designated employee (in most cases, the school nurse) who will be responsible for working with the DOH to identify possible contacts and further limit exposure.

Students and staff are prohibited from returning to school until they present evidence of medical clearance by a physician and a negative COVID-19 test.

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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.

The school district will actually measure cleanliness of surfaces by using cleanliness auditing devices to measure proteins and then custodians will disinfect and re-measure. All of these measurements will be tracked by software including a baseline which will allow for comparison. The district will also use electrostatic guns that will better bind disinfectant to surfaces and also allow for cleaning from all angles. Wednesdays will allow for extensive cleaning in all areas of every building and all buses in advance of other cohorts returning to school. What's new is our ability to specifically know our cleanliness levels. Click [HERE](#) to learn more about the proposed cleaning process.

Chemicals used in the cleaning process:

- 1) [Bioesque](#)
- 2) [EnviroSolutions 1](#)
- 3) [EnviroSolutions 2](#)

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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.

Foodservice employee screening will take place prior to the start of each shift with required self-monitoring for symptoms and signs of COVID-19. In addition, food service workers will undertake the following preventive activities:

1. Proper Hand washing, Hygiene and Respiratory Etiquette to include the use of face coverings
2. Maintain social distancing requirements for preparation and service
3. Full service of all meals and components by discontinuing self serve areas offering unpackaged food options
4. Cleaning, Disinfecting & Ventilation that includes Personal Protective Equipment for the kitchen and serving lines
5. Communications and Training will be provided for every foodservice associate to review Sodexo's policy on COVID-19 safety measures
6. Ongoing communication and training will be provided to all foodservice associates that did not receive the initial training including any future changes or updates
7. Employees will undergo "The Six-Foot Kitchen" training program.

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Appendix I

Critical Area of Operation #9 – Recess/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.

The District will continue with our physical education program at all grade levels and will also provide recess in the hybrid model as required.

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Appendix J

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

During the first phase of our return to school, the District will not grant permission for any in-person field trips due to the risk involved. In addition, the use of school facilities will remain on hold until further notice in order to protect that safety and health of staff members and students. Athletic programs in Wayne will continue under NJSIAA guidance and clubs and other extracurricular programs will continue to be offered based on advisor and administrative recommendations.

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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.

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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.

Subcommittees:

- Budget
- Cleaning and Disinfection Practices
- Distance Learning 2.0
- Education for Social Distancing and Prevention/Communication
- Educational Gaps/Loss of Services
- Personal Protective Equipment
- Protecting High Risk Populations
- Screening Students & Employees on Arrival / Response to Symptoms
- Wellness/Social/ Emotional/ Support

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Appendix M

Pandemic Response Teams

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.

Each school will have a pandemic response team as specified with the NJDOE guidance and there will also be a district team.

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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

ELEMENTARY AND MIDDLE SCHOOL HYBRID COHORT SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
A (In-Person) B (Virtual)	A (In-Person) B (Virtual)	A (Virtual) B (Virtual)	A (Virtual) B (In-Person)	A (Virtual) B (In-Person)

A=Cohort A (½ Class)

B=Cohort B (½ Class)

Wellness Wednesday

Remediation/Review
Virtual Assemblies
Virtual Field Trips
Planning for Cohorts
Cleaning
Clubs/Activities

ELEMENTARY SCHOOL HYBRID BELL SCHEDULE

Grades 1-5	8:55 - 1:45
<i>AM Kindergarten</i>	<i>8:55 - 11:35</i>
<i>PM Kindergarten</i>	<i>11:05 - 1:45</i>
Extended Day	7:15 - 8:35 1:45 - 6:00

Lunch/Snack will be offered-Grab & Go-No Centralized Lunch

Afternoon-Virtual Instruction

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Appendix N (Cont'd)

MIDDLE SCHOOL HYBRID BELL SCHEDULE

Period		
HR	8:00- 8:08	
1	8:12- 8:42	
2	8:46- 9:16	
3	9:20- 9:50	
4	9:54- 10:24	
8	10:28- 10:58	
9	11:02- 11:32	
5	11:36-12:06	Grade 6 Flex
6	12:10- 12:40	Grade 7 Flex
7	12:44- 1:14	Grade 8 Flex
Grab N Go/Dismissal		
30 minute periods & 4 minute passing time		

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Appendix N (Cont'd)

HIGH SCHOOL HYBRID COHORT SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
A (In-Person) B (Virtual) C (Virtual)	A (In-Person) B (Virtual) C (Virtual)	A (Virtual) B (Virtual) C (Virtual)	A (In-Person) B (Virtual) C (Virtual)	A (In-Person) B (Virtual) C (Virtual)

COHORTS

A=Cohort A ($\frac{1}{3}$ Class)

B=Cohort B ($\frac{1}{3}$ Class)

C=Cohort C ($\frac{1}{3}$ Class)

ROTATION: Students in all cohorts rotate after one block of instruction.

Over 3 weeks all students will be *in-person* for one week and *virtual* for 2 weeks.

Why 3 Cohorts? Better Social Distancing/Student and Staff Safety

Two cohorts = 700-800 staff/students per day in each high school

Three cohorts = 450-550 staff/students per day in each high school

Reduced traffic in hallways

Reduced bus ridership

Cohorts can become quarantine groups if necessary

Greater likelihood of staying open if there is an coronavirus exposure

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Appendix N (Cont'd)

HIGH SCHOOL HYBRID BELL SCHEDULE

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		<u>Day 4</u>	<u>Day 3</u>	VIRTUAL DAY	<u>Day 2</u>	<u>Day 1</u>
				Req. meetings with all classes.		
Block 1	7:20 - 8:00	4	3	Per. (1) 9:00 - 9:25	2	1
Block 2	8:08 - 8:48	3	4	Per. (2) 9:30 - 9:55	3	2
Block 3	8:56 - 9:36	2	1	Per. (3) 10:00 - 10:25	4	3
				Per. (4) 10:30 - 10:55		
Block 4	9:44 - 10:24	8	7	Per (5) 12:00 - 12:25	6	5
Block 5	10:32 - 11:12	5	8	Per. (6) 12:30 - 12:55	7	6
Block 6	11:20 - 12:03	6	5	Per. (7) 1:00 - 1:25	8	7
Grab & Go Lunch /Staggered Dismissal	12:11 - 12:30	Grab n Go Dismissal	Grab N Go Dismissal	Per. (8) 1:30 - 1:55	Grab N Go Dismissal	Grab N Go Dismissal

Afternoon-Virtual Instruction

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EARLY CHILDHOOD CENTER HYBRID COHORT SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
A (In-Person)	A (In-Person)	A (Virtual)	A (Virtual)	A (Virtual)
B (Virtual)	B (Virtual)	B (Virtual)	B (In-Person)	B (In-Person)

PRESCHOOL HYBRID SCHEDULE

AM Preschool	8:20 - 10:20
PM Preschool	11:20 - 1:20
Full Day Preschool	8:20 - 1:20

A hybrid schedule means children will not be in school five days per week. What are the schools doing to assist parents?

1. Expanded After Care to run from elementary dismissal time (1:45PM) to 6PM
2. Partnership with Boys and Girls Club (Capacity for 110 Students)
3. Partnership with YMCA (Capacity for 120 Students)
4. KWRAP will be difficult to continue due to additional special needs classrooms.

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District will make every effort to keep costs to a minimum for our programs

While there is a cost involved, there are options.

Appendix N (Cont'd)

Career and Technical Ed

Computer/Tech Labs:

- Disinfecting shared materials after every class: We need to find ways to disinfect equipment multiple times a day without ruining the equipment.
- Sharing of keyboards and mice- Purchasing additional keyboards to rotate in so each student has their own or swapped out between usages for disinfecting purposes.
- Software that is used in school is not accessible to students at home. We are researching web based platforms so students can work on long term projects from home (CAD, Robotics, TV, Photo, Graphic Design).
 - Can students in these classes be provided with a laptop capable of running design software if they do not have their own?Conducting surveys of incoming students to get an idea of numbers.

Work Study:

- Automotive is in touch with community partners and working out details of safely returning automotive students to workplaces.
WayneTransportation Department can also be utilized as a work place for these students.
- Child Development has gotten permission from FDU to do the 20 hours of student contact time required for credits both virtually and physically. Students can provide help to elementary teachers by providing virtual lessons.

Culinary/Foods:

- Working with ProStart and ServSafe to develop plans to keep industry credentials viable for students in a virtual environment.

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- Looking into sending food kits home so students can do food labs at home and record. Logistics for delivering need to be considered.

Accounting and Marketing:

- Industry credentials and internships can be conducted in house. However, we will need to have students be able to run Microsoft Excel and Quickbooks on their devices, They will not have enough time in class to complete the work necessary for achieving certification in these programs.

Misc:

- No pre-school in the high schools
- Video and photo cameras are typically shared but not possible to do safely now. Additional cameras will help but not feasible to buy hundreds. Upper level classes (3s and 4s) will use pro equipment while intro and intermediate levels will use their personal phones or cameras to complete work.

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Appendix O

Staffing

STAFFING

Wayne's Return to Work Plan takes into account the needs of all staff members with respect to technology, social and emotional health, and child care concerns. All staff members have been given the opportunity to request reasonable accommodations, pursuant to the Americans with Disabilities Act (ADA) if they are at high risk for COVID-19 or have other concerns. The plan follows Center for Disease Control (CDC) guidance in all cases to ensure cleaning and social distancing requirements are in place at all District locations.

The Superintendent and District administration are also proactively meeting with the bargaining units' leadership to address any changes in terms and conditions of employment that may be needed due to the CDC guidance and the hybrid learning plan being implemented across all our schools.

Staff have been surveyed about their needs and concerns so that issues are addressed as soon as possible.

If a Teaching Staff member is Required to Quarantine or is Out Due to Illness

For safety and consistency, Permanent substitute teachers will be hired and assigned to each school building for the 20-21 school year. *Per diem* substitutes will only be used as a backup to the permanent substitutes in place at each school. *Per diem* substitutes will only be permitted to work at one school in the District to limit exposure. In the event that a teacher must quarantine for a period of time, the teacher will continue to teach from home while students will be supervised by the substitute. If a teacher is ill and unable to work, then the substitute would assume the teacher's responsibilities until the teacher is able to return to work. By using Google Classroom and other technology available, students and teachers will be

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able to continue instruction in most cases while under quarantine or while recovering.

In our middle and high schools, the bathrooms will either be monitored by staff for the number of students entering or locked when students are switching classes. While classes are in session, we will have staff on duty monitoring the restrooms to ensure that social distancing protocols are being adhered to.

Most of our elementary classrooms have bathrooms in the rooms. Students in classrooms without bathrooms, will be assigned to use a specific restroom. Teachers will only send one student out at a time. This will limit the number of students who can use a specific restroom at any given time.

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Appendix P

Athletics

This school district should include in Appendix P the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.7.

RETURN TO PLAY GUIDELINES PHASE 1: CONDITIONING JULY 20, 2020

THE WAYNE TOWNSHIP SCHOOL DISTRICT, IN ACCORDANCE WITH GUIDELINES BY THE NJSIAA, HAS DEVELOPED THE FOLLOWING “RETURN TO PLAY” PROTOCOLS AND PROCEDURES FOR PHASE I: CONDITIONING.

PHYSICALS AND REGISTRATION: Student-athletes must be medically cleared by the athletic department, which includes an updated [physical form](#) signed by the school physician (NJOI), [Registration on rSchool](#), and completion of the newly added Covid-19 questions under the Health History portion of the registration.

1. Any student-athlete who presently has COVID-19, or who have tested positive for COVID-19, shall provide clearance from a physician before he/she will be permitted to participate in workouts.
 2. Any student-athletes who have pre-existing medical conditions and/or are immunocompromised (e.g., diabetes, asthma, auto-immune disorders, etc.) shall provide clearance from a physician before he/she will be permitted to participate in workouts.
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PRE-SCREENING: Each day all coaches, student-athletes, and staff must clear the pre-screening process before they are permitted to participate in the workouts. This cannot be administered by the coaches. *STUDENTS MUST BRING THEIR OWN DRINK and FACE COVERING to each workout. The three enumerated items below will take place from the student-athlete's vehicle.

STUDENT-ATHLETES CANNOT BE DROPPED OFF UNLESS THEY ARE PRE-SCREENED PRIOR TO A PARENT DEPARTURE FROM CAMPUS. Parents / Guardians must form a line at the front of the school for pre-screening:

1. The [Health History Update](#) form must be completed seven (7) days prior to the start of the first workout session. ***This form only needs to be completed one time.*** Any athlete that does not have a COVID-19 Questionnaire on file will not be permitted to participate in any workouts.
2. The [COVID-19 Screening Questions](#) Google Form must be completed for each day of conditioning for Phase I. *THIS FORM WILL BE SUBMITTED DIGITALLY EACH DAY OF CONDITIONING FOR EACH STUDENT-ATHLETE PRIOR TO 6:30AM. NO STUDENT MAY EXIT FROM THEIR VEHICLE WITHOUT THIS COMPLETED.
3. The high school Athletic Trainers (ATC) and staff will be responsible for conducting the daily pre-screening process which includes a review of the forms mentioned above and a temperature check. Any individual who answers "yes" to any question on the questionnaire, or who has a temperature greater than 100.4°F, shall not be permitted to participate in the workout and shall be required to return home. Any individual who answers "yes" to any question on the questionnaire shall be required to provide clearance from a physician before they will be permitted to resume participation in the workouts.

ADMINISTRATIVE INFORMATION

1. The Athletic Director will be the administrator primarily responsible for responding to and addressing COVID-19 related issues; how it will conduct screenings (including administration of a screening questionnaire and temperature checks); how it will respond to a positive COVID-19 test or a student-athlete or coach who is symptomatic including, without limitation, contact tracing and a communication plan with parents, student-athletes, coaches, and appropriate
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health authorities.

2. The WTPS “Emergency Action Plan” is being examined and is a “living document” shared with all stakeholders and personnel with regard to any changes, if any, that may be needed to respond to emergencies, including those related to COVID-19. Shelter will be provided in the case of an injury, lightning, or other emergency.
3. The ATC will handle and respond to the routine treatment and care of

student-athletes who may be injured during workouts, including both on the field and in the training room.

4. The Athletic Director and Coaches will stagger arrival and departure times of all sports teams between the hours of 7:00am-10:00am M-T-W-TH of each week during Phase I. Exact dates and times will be shared by the coaches.

WORKOUT

1. Workouts shall be no more than ninety (90) minutes in duration and shall include a ten (10) minute warm-up, and a ten (10) minute cool down. b. Only one workout per day is permitted and there must be one (1) day of rest per every seven (7) days. c. All workouts shall take place outside during PHASE 1.
2. Access to workouts must be limited to student-athletes, coaches, and appropriate school personnel. There shall not be any physical contact, of any kind, between student-athletes and coaches during PHASE 1.
3. Throughout PHASE 1, workouts shall be limited to conditioning, skill sets, and sport-specific non-contact drills.
4. Coaches will have pre-drawn structured workouts for the duration of the session.
5. Coaches must be CPR/AED/First Aid Certified and have completed the NJSIAA mandated [Heat Acclimatization and Concussion in Sports](#) modules prior to the first day of conditioning in Phase I.
6. Workouts shall always comply with the NJSIAA Heat Participation Policy.

During all workouts, coaches and staff are reminded to be alert for any students exhibiting signs of distress regarding mental health secondary to the COVID-19 pandemic.

FACE COVERINGS

1. Student-athletes who are engaged in high-intensity aerobic activity, e.g., running, sprinting, etc., do NOT need to wear face coverings during the period of the aerobic activity. ~~Once the aerobic activity is over, student-athletes shall wear face coverings.~~

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2. Student-athletes who are not engaged in high-intensity aerobic activity, e.g., sitting on the bench, reviewing plays, watching videos, waiting in line, etc., are encouraged to wear face coverings.
3. Coaches and district personnel must wear face coverings at all times.

GROUPINGS / SOCIAL DISTANCING

1. No more than ten (10) student-athletes may be grouped together in a single area and the groups should be pre-determined by the coach prior to the start of the workout.
2. Social distancing of at least six (6) feet shall be maintained between student-athletes and staff at all times, including within the ten (10) student-athlete groupings.
3. Once student groupings are determined, student-athletes may not switch to another grouping, even for another sport.
4. More than one group of student-athletes can be in a single area, provided there is twelve (12) to eighteen (18) feet between each group of student-athletes.
5. Groupings **must** stay together throughout the entirety of PHASE 1.
6. There shall not be celebratory contact, e.g., fist bumps, high-fives, huddles, etc.
7. Student-athletes who participate in more than one sport are encouraged to be grouped with their fall sports teammates.

SPORTS EQUIPMENT

1. Sports equipment shall not be shared at any time during PHASE 1.
2. Each student-athlete shall bring individual water bottles to each workout for his/her own personal consumption. There shall not be any trading or sharing of water bottles.
3. All sports equipment and touchpoints (e.g., benches, agility cones, ladders, clipboards, etc.) must be cleaned and disinfected after each workout with EPA approved cleaners and disinfectants against COVID-19.

LOCKER ROOMS / RESTROOMS

1. Student-athletes shall not have access to locker rooms at any time.
 2. Restroom access will be communicated by the coaches (not the restrooms in the locker room).
 3. Restrooms shall be cleaned and disinfected regularly with EPA approved cleaners and disinfectants against COVID-19.
 4. Restrooms use shall be limited to one person at a time.
 5. To the fullest extent possible, appropriate social distancing shall be maintained, and face coverings are worn when more than one student-athlete is in the restroom.
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HYGIENE

1. Students and staff should make every effort to wash their hands as often as possible including before and after the workout.
2. Hand sanitizer will be accessible at all times.
3. Student-athletes shall wear their workout gear to the workout and shall return home in the same workout gear.
4. There shall be no spitting, chewing seeds or gum during the workout.

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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

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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/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/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-registration/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/magazine/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/uploads/2020/05/CASEL_Leveraging-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/njtss/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_PBS-early-childhood-programs_Schoolwide-PBS.pdf
Wraparound Supports	SHAPE	http://www.schoolmentalhealth.org/SHAPE/

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	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-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/evaluation.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://d31hzhk6di2h5.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

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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/login.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/bsol/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	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	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders

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	during the COVID-19 Pandemic School Closures and Beyond	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
	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