

EAST RUTHERFORD PUBLIC SCHOOLS

03-1230 East Rutherford Public School District 7-31-20



“The Road Back: Restart and Recovery Plan for Education” Reopening Plan 2020-2021



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INTRODUCTION

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

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

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

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

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

The NJDOE Guidance uses the term “school districts” or “schools” or “districts” when referring to the completion of tasks. For example, “districts must develop a schedule for increased routine cleaning and disinfection.” This Plan assigns the responsibility for completing tasks to “school officials” which would be the Superintendent of Schools or a designee of the Superintendent of Schools.

The NJDOE Guidance requires a Board Policy to address several elements outlined in the NJDOE Guidance. The Board of Education has adopted Board Policy 1648 – Restart and Recovery Plan that includes the policies required in the NJDOE Guidance.

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

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.

The East Rutherford School District seeks to present various procedures and considerations in moving forward to embrace the new normal of conducting school operations during the 2020-2021 school year. Reopening of, and

re-entry into school buildings dependent on the guidance received from various entities such as: the Federal Government, the New Jersey Department of Education as well as the CDC.

These guidelines are not designed to be prescriptive but seek to provide clarity within our school operations to ensure the safety and well being of all staff and students. The NJDOE issued guidelines and considerations within “The Road Back: Restart and Recovery Plan for Education.” This plan outlines ten critical areas of operation that local school boards and school leaders need to consider. The East Rutherford School District seeks to address each of the ten major areas as outlined as well as other subsections below:

- 1. GENERAL HEALTH and SAFETY GUIDELINES**
- 2. CLASSROOMS, MAIN OFFICE, TESTING, & THERAPY ROOMS**
- 3. TRANSPORTATION**
- 4. STUDENT FLOW, ENTRY, EXIT, & COMMON AREAS**
- 5. SCREENING, PPE, & RESPONSE to STUDENTS & STAFF SYMPTOMS**
- 6. CONTACT TRACING**
- 7. FACILITIES CLEANING PRACTICES**
- 8. MEALS**
- 9. RECESS/PHYSICAL EDUCATION**
- 10. FIELD TRIPS, EXTRA CURRICULAR ACTIVITIES, & USE OF FACILITIES OUTSIDE OF SCHOOL HOURS**

East Rutherford School District Restart Committee

Giovanni A. Giancaspro	Superintendent of Schools
Lameka Augustin	School Business Administrator
Jason Bulger	Board President
Debbie Zoller	Board Vice President
Rachel Villanova	Board Member
Regina Barrale	Alfred S. Faust Intermediate School Principal
Brian Barrow	McKenzie Elementary School Principal
Sharon King-Dobson	Director of Student Services & Curriculum
Andrew Bianco	Supervisor of Technology
Karen Dolinsky	Secretary to the Superintendent of Schools
Louise Barrone	Secretary to the School Business Administrator
Dr. Martha Sliwowski	School Physician
Joann Saab	School Nurse
Kristin Pacelli	School Nurse
Christine Green	Parent Teacher Association President
Gina Lorusso	Special Education Advisory Committee Member
Cory Scelsa	East Rutherford Teachers' Association President
Lauren Cevetillo	Faust School Teacher
Phil Coccozzo	Faust School Teacher
Beth Narkiewicz	McKenzie School Teacher
Dr. Jamie Lee	Child Study Team
Lukasz Majowicz	Technology Department
Dave Higgins	District Webmaster
Becky Lavornia	School Secretary
Robert Dervishi	Custodial Team

Orin Joseph	Custodial Team
Nicole Matsuk	Insight Workforce Substitute Service
Amy Costa	East Rutherford YMCA
Frank Maschio	Maschio's Food Service
Kevin Dyal	Maschio's Food Service
Jeffrey Lahullier	Mayor of East Rutherford
Councilwoman Banca	Town Council Educational Liaison
Councilman Alvarez	Town Council Educational Liaison
Danielle Lorenc	Borough Health Department Liaison
Dennis Rivelli	East Rutherford Chief of Police
Kevin Felten	East Rutherford Fire Chief/Detective
Dennis Monks	East Rutherford Fire Marshall
Paul DeRosa	Department of Public Works

McKenzie School Pandemic Response Team	
Brian Barrow	McKenzie Elementary School Principal (Liaison between building and superintendent)
Cory Scelsa	East Rutherford Teachers' Association President
Joanne Saab	School Nurse & School Safety Team
Dave Higgins	District Webmaster & ScIP Member
James Wagner	School Psychologist (Liaison between staff and building principal)
Jamie Lee	School Psychologist (Mental Health)
Becky Lavornia	School Secretary
Beth Narkiewicz	McKenzie School Teacher (K-4 representative)
John Rizi	Special Education Teacher (K-4 representative)
Bryan Consulmagno	East Rutherford School District Maintenance Department
Gina Lorusso	Parent McKenzie School

Faust School Pandemic Response Team

Regina Barrale	Alfred S. Faust Intermediate School Principal (Liaison between building and superintendent)
Lukasz Majowicz	Technology Department
Robert Dervishi	Custodial Team
Bryan Consulmagno	East Rutherford School District Maintenance Department
Lauren Cevetillo	Faust School Teacher (Liaison between staff and building principal 5-8)
Phil Coccozzo	Faust School Teacher (Liaison between staff and building principal 5-8)
Renee Romaglia	School Social Worker & (Mental Health)
Shanelle Muse	School Counselor & Safety Team
Kristin Pacelli	School Nurse
Pat Monks	School Secretary
Robert Dervishi	Custodial Team
Orin Joseph	Custodial Team
Jenine McGuire	Parent

PART I

1. GENERAL HEALTH and SAFETY GUIDELINES

(a) Coordination, Communication and Flexibility

- The East Rutherford School District seeks to work with our local health department, and follow the guidelines issued to determine safe practices for the resumption of normal educational activities.
- The District communicated with key stakeholders such as the Mayor, Town Council, Police and Fire Chiefs, EREA President, Grade Level Teachers, Child Study Team, PTA President, SEPAC Representative, Parents, Custodial Team, Administration, Board of Education Members, DPW, Secretarial Staff, Central & Business Office Staff, School Nurses, District Physician and Borough Health Department Liaison to develop and outline the district's plan for the resumption of normal educational activities.
- The East Rutherford School District will continue to regularly communicate and monitor developments with local authorities, employees and families regarding cases, exposures, and updates to policies and procedures.
- A task force consisting of the Mayor, Town Council, Police and Fire Chiefs, EREA President, Grade Level Teachers, Child Study Team, PTA President, SEPAC Representative, Parents, Custodial Team, Administration, Board of Education Members, DPW, Secretarial Staff, Central & Business Office Staff, School Nurses, District Physician and Borough Health Department Liaison was established, with meetings convened as necessary to monitor and discuss the progression of our reopening plan.

(b) Protecting and Supporting Staff and Students who are Higher Risk for Severe Illnesses

Measures to Protect Staff

The East Rutherford School District is implementing the following measures to support staff who fall within the CDC High Risk Category.

- Provide staff options of working conditions that would minimize their exposure (e.g. working with very small groups of students at any given time, limited movement within the buildings etc.)
- Offering virtual learning and telework options, if feasible.
- Offering modified job responsibilities where feasible.
- Permit medical leave of absence without reprisal.

Procedures for Granting Leave Requests

Disability or CDC High Risk Category Accommodation Request (for Employee's condition only)

- The employee will complete the Disability Accommodation Request form and submit with Physician's Certification to Superintendent of Schools.
- If approved, the employee will be granted an accommodation. The employee will also be compensated as governed by the existing collective bargaining agreement (CBA).

- If not approved due to the request causing an undue hardship on the employer, the employee may be eligible for CBA sick leave or NJ Paid Sick leave (if applicable.) The employee may also possibly qualify for FMLA entitlement depending on the seriousness of the health condition.
- If the request is denied and the employee does not qualify for CBA sick leave or NJ Paid Sick leave or FMLA entitlement and refuses to return to work, this will constitute job abandonment. Job abandonment negates eligibility for unemployment benefits.
- Employers are not required to provide a reasonable accommodation if doing so would cause an undue hardship which as defined: *means that an accommodation would be unduly costly, extensive, disruptive or would fundamentally alter the nature or operation of the business.

Leave Request: For Employee's own health condition including advisement by healthcare provider or public health authority to quarantine

- The employee is required to complete a FMLA/NJFLA application and also submit medical certification. Medical certifications are REQUIRED for all Medical Leave Requests.
- If approved, the employee is eligible for up to 80 hrs. paid leave under the Federal Emergency Paid Sick Leave Act or FEPSL (Federal Emergency Paid Sick Leave) (prorated for PT employees) in ADDITION to regular 12 weeks of FMLA/NJFLA (running consecutively or concurrently depending on CBA or board policy).
- The FEPSL(Federal Emergency Paid Sick Leave) is payable from day one of employment at the employee's full wage subject to a maximum of \$511/day and a total maximum of \$5110.
- An employee can opt to use existing sick leave before or after this FEPSL (Federal Emergency Paid Sick Leave) pay period. Benefits are retained during the leave periods with normal contributions.
- An employee would apply directly for NJFLI benefits.
- Non-represented employees (those ineligible for sick days under 18A) may be eligible for NJ Earned Sick Leave in place of CBA bargained sick leave.

Leave Requests: For Childcare

- Employees are required to submit requests to the Superintendent of Schools.
- An employee is eligible for FEPSL (Federal Emergency Paid Sick Leave) and FMLA Emergency Childcare Leave.
- NJ Family Leave is not available unless the leave begins within one year of the date the child is born or placed with the employee. Otherwise NJFLA for care of the child is only for the child's serious health condition.
- FMLA and NJFLA run consecutively or concurrently as applicable. FEPSL(Federal Emergency Paid Sick Leave) is in addition to the other leaves.
- The FEPSL(Federal Emergency Paid Sick Leave) is payable from day one at 2/3 of the employee's wages with a maximum of \$200/day and a total maximum of \$2000.
- The Emergency Childcare Leave benefit under FMLA does not extend the maximum 12 weeks and it requires an employee to have been employed for at least 30 calendar days however it does require the employer to pay the employee.
- The payment under ECL is 2/3 of the employees' wages with a maximum of \$200/day or \$10,000 maximum. The first two weeks are unpaid under ECL, followed by up to 10 weeks paid. Benefits are retained during the Leave periods with normal contributions.

Leave Requests : For Care of a Covered Family Member with a Serious Health Condition

- The employee needs to complete a FMLA/NJFLA application and submit medical certification. Certification is REQUIRED for all Medical Leave conditions.
- If approved, the employee is eligible for 80 hrs. paid leave under the Federal Emergency Paid Sick Leave Act (prorated for PT employees) in ADDITION to the regular 12 weeks of FMLA/NJFLA (running consecutively or concurrently as applicable). Note: eligible employees are those that have worked in the prior 12 months/1250 hours of employment.
- The FEPSL (Federal Emergency Paid Sick Leave) is payable from day one at the full wage with a maximum of \$511/day and a total maximum of \$5110.
- Benefits are retained during the leave periods with normal contributions.
- An employee would apply directly for NJFLI benefits.

Leave Requests: For Care of a Loved one for coronavirus quarantine, illness or symptoms

- The employee will complete FMLA form.
- Medical certification or Documentation of Public Health Authority advisement is also required.
- The employee is eligible for Emergency Paid Sick Leave for up to 80 hrs.
- The payment under ECL is 2/3 of the employees' wages with a maximum of \$200/day or \$2,000 maximum available from day one of employment.
- Standard FMLA rules apply for the remainder of the 10 weeks provided the employee is eligible for those weeks.
- Benefits are retained during the Leave periods with normal contributions.

Self-Quarantining

- The district will advise anyone presenting with symptoms of COVID-19 to self-quarantine based on guidance received from the local and state health departments as well as based on current CDC guidelines. **Please see updated guidelines from December 22, 2020**
- District will follow "request for leave" procedures on how to treat "voluntary" self-quarantine requirements in terms of required documentation, delaying employees physically back to work, possible accommodations and compensation rules such as use of sick and personal days.
- Quarantining guidelines are subject to change based upon updates in CDC guidelines. **Please see updated guidelines from December 22, 2020**
- https://www.state.nj.us/health/cd/documents/topics/NCOV/RecommendationsForLocalHealthDepts_K12Schools.pdf

Students

- Students presenting at higher risk for severe illnesses will be granted the opportunity to participate in learning in either an all virtual or a hybrid manner.
- Students who choose to participate in a hybrid program will be provided the necessary accommodations to ensure safety while onsite.
- Desk shields will be provided as one accommodation for students presenting at higher risk when wearing a mask is medically not possible.
- The district has implemented a 3 phase model to assist with offering options for students and staff who present as high risk.

District's Three Phase Model

The School District has implemented a Three Phase Model to assist with scheduling and maintaining the safety and well being of students and faculty. The purpose of the phases is to ensure that students remain in cohorts minimizing exposure to peers and staff.

Phase I: This phase will begin September 8th through October 16th.

Phase II: This phase will begin October 19th through January 31st.

Phase III: This phase will begin February 1st until reverted to a full opening schedule.

- Parents/guardians were given the opportunity to choose in early August, if their child will be attending school as an in-person or remote learning student prior to the commencement of the school year.
- Once parents/guardians have notified the school of their choice, parents/guardians will not be able to change their selection at any time during each phase. For example, a child starting on September 8th as an in-person student cannot switch to a remote learning student on September 14th.
- Switching during phases will only be allowed on a case by case basis with justification of a medical condition and extenuating circumstances that needs to be submitted and approved by the Superintendent.
- Safety precautions implemented for students who are at high-risk will be determined on an individual basis.
- A safety plan will be developed in collaboration with the school nurse, classroom teacher, building principal and case manager/504 coordinator where applicable, for all high risk students participating in a hybrid or regular learning program.
- Consultation with the school physician will be encouraged when needed.
- Due to the safety of all high-risk students and staff, there will be cleaning and disinfecting between classes and of equipment touched during recess periods.
- Staff will be advised to have a change of clothes available.

(c) Promoting Behaviors that Reduce Spread of COVID 19

Use of PPE

- Upon the recommendation of the District's Physician, students, staff and visitors are mandated to wear personal protective gear such as a face mask when entering our building.. Please see the links below for the appropriate face masks that should be utilized by students and staff on a daily basis.
- Staff working with students who are medically exempted from wearing a mask, should wear N95 masks.
- Currently, the CDC does not recommend use of face shields as a substitute for face coverings. Therefore, they may not be used to satisfy the face covering requirements.
- Masks with exhalation valves or vents should **NOT** be worn in order to help prevent the person wearing the mask from spreading COVID-19 to others (source control).

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>

<https://www.nj.gov/education/reopening/updates/docs/RestartUpdateFacecoverings080320.pdf>

Use of Restrooms

The district developed a “Use of Restroom Practice” that ensures distancing will be implemented.

- The district will utilize health videos regarding proper sanitizing and healthy practices.
- Videos will be required to be shown in every homeroom at the beginning of each day in all grade levels.
- Appropriate handwashing posters and signage will be placed in all restrooms.
- Teachers will closely monitor the number of students being sent out of the classroom during each instructional period.
- Restrooms will be monitored as is feasible.

Hand Sanitizing Stations

Hand Sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol) will be placed in the following areas:

- In each classroom
- At entrances and exits of buildings
- Near lunchrooms and toilets
- For preschool classrooms that have existing handwashing stations, the district will prepare stations with soap, water and alcohol based hand sanitizers
- Students will be required to utilize hand sanitizing stations upon returning from the restroom and gym class.
- All students under 5 years of age will be closely monitored by staff when using hand sanitizers.

Use of Drinking Fountains

- Students will be encouraged to bring their own water bottles to school.
- Use of water fountains will be prohibited at this time.

(d) Accommodations for Students under the Following Categories: Chronic Lung Disease or Asthma, Serious Heart Conditions, Immunocompromised, Diabetes, Severe Obesity, Chronic Kidney Disease, Medically Fragile Students etc.

- Provide the option for virtual or hybrid learning.
- Ensure that a health and safety plan is developed with the input of all key stakeholders including the school nurse, parent, 504 case manager, building principal and teacher.
- Ensure that the health and safety plan is reviewed by the school physician as deemed necessary.
- Ensure that guidance is received from the student’s medical professional, regarding specific needs within the school environment.
- Ensure that all medication is up to date (if taken in school).
- Ensure that all triggers are removed from the school environment as much as is possible.
- Encourage social distancing at all times.
- Remind students of hand washing routines and other safety procedures.

- Students with moderate to severe asthma should continue to follow their plans.
- Students with moderate to severe asthma should know how to use their inhalers in the event it is needed.
- Students with diabetes should continue to follow their plans.
- Students with diabetes should continue to know how to check the glucose level.
- School nurses should develop a schedule for student visitation to the medical office as needed.
- Students should be accompanied by an adult in any situation to the medical office to ensure their safety.
- School nurses will conduct daily check-ins with students, parents/guardians as is appropriate to each situation.
- Teachers will be made aware of any update to health plans for high risk students by the school nurse.

2. CLASSROOMS, MAIN OFFICE, TESTING, & THERAPY ROOMS

(a) Classroom and Therapy Rooms Protocols & Procedures

- Floor markers will be placed in classrooms indicating the required 6ft apart from the teachers' desk.
- Students desks and chairs will be lined up in rows, not facing each other.
- Desks will either be placed 6ft apart or as close to 6ft apart as is feasible.
- Protective barriers will be installed on students' desks only as needed.
- Partitions will be used as needed to create individual learning spaces e.g PSD classrooms.
- All students are required to wear face masks while sitting at their desks and while moving around the classroom.
- Floor makers will also be placed to indicate the appropriate 6ft apart social distance requirement when students are lining up within the classrooms.
- Students will keep all instructional supplies in their backpacks and will retrieve items as needed.
- Backpacks will be stored behind chairs.
- Students will not share supplies within the classroom.
- Group work within the classroom will be discouraged and prohibited at this time.
- When meeting one to one with individual students the teacher will wear a face mask and a face shield.
- If the student needs to touch the instructional material during one to one instruction, a protective disposable sheet should be utilized.
- 1:1 Chromebooks will be assigned to prevent the sharing of devices.
- All classrooms within each building will be provided with a hand sanitizing station, gloves and approved disinfecting wipes for daily use.
- At the middle school, students will remain static in their classrooms thus eliminating switching of classes throughout the day except for physical education.
- At the middle school, students will be required to wear gym gear on the days of physical education classes as there will be no changing or usage of locker rooms.
- Only non-contact activities are encouraged during gym, dance and theatre classes.
- In general, the district will prevent locker usage until the pandemic has been eradicated.
- All staff and students will be required to wear face coverings at all times unless there is documentation of an underlying medical condition that prevents the staff or student from doing so.
- In conjunction with face coverings such as a mask, staff members will be provided the option of further protecting themselves by wearing a face shield.

- Disposable aprons will be provided for instructional aides that work in the PSD, MD & LLD classrooms.
- There will be cleaning and disinfecting between classes and of equipment touched during recess periods.
- Every time a student blows his/her nose, cough and or sneeze, that student must clean their hands by either washing or with hand sanitizer for 20 seconds (pg. 19)
- Students will travel in cohorts to gym and recess as is applicable.
- When visiting the therapy room, students should be accompanied by a therapist and or an instructional aide and should only travel the designated path.
- There should be no more than two students in a group for a single therapy session.
- Students attending therapy in pairs should sit 6ft apart with a protective barrier between the students.
- There should be limited sharing of materials.
- Shared materials must be sanitized and whenever sanitization is not possible, the material should be discarded.
- Students should wear special face masks provided for therapy sessions.
- Students and parents are responsible for cleaning these masks and returning them with students daily.
- Dividers should be used in the therapy room to create barriers if more than one therapist is conducting sessions.
- No more than two therapists and 4 students should be in the therapy room at any given time.
- In the PSD classrooms, a designated enclosed area shall be assigned for therapies to be conducted.

Preschool

- In the preschool setting, students will be assigned weekly centers instead of daily.
- Weekly assignment of centers will ensure that students are in “cohorts” weekly as opposed to “daily.”
- Weekly cohorts will better lend itself to contact tracing if necessary.
- In the preschool setting, morning meeting activity must be split into multiple sessions to ensure that students are sitting 6ft apart from each other on their assigned chair during this activity.
- There should be no more than 2 students in a center at any given time.
- Markers should be placed in center areas if possible, to provide students with visual cues.
- Children should be kept 6ft apart during nap time.
- Avoid close group learning activities like reading circles.
- Students should wash their hands daily following the guidelines below:
 - At the start of the day when students enter the classroom
 - Before snack and lunch
 - After using the toilet or helping a child to use the toilet
 - After sneezing, wiping and blowing of nose
 - After snacks and lunch particularly if hands are sticky and greasy
 - When students return in door from outdoor play
- Avoid having students share electronic devices, toys, books, and other games or learning aids or thoroughly clean and disinfect between use.
- Keep students' belongings separated from others.
- Keep students' belongings in individually labeled containers.
- Students should not sit at desks facing each other.
- Students should sit on only one side of the table spaced apart.
- There should be no mixing of students in groups.
- Students should be placed in cohorts.

- Place dividers in-between children where possible.
- Position children feet to feet.
- Each child should have his/her own blanket
- Blankets/ fitted sheets should be stored in individual bags/closed containers when not in use.
- Sanitizing mats at the end of nap time will take place.
- No Pillows are allowed.
- Blanket/sheet sent home at the end of each week for thorough washing.
- Backup blanket/sheet to be used in the case of bodily fluids expelled onto the surface.

Main Office, Teachers' Room Procedures and Protocols

Parents/Guardians dropping off materials for their child need to be dropped off in a drop-box in the vestibule area of each building and will not be allowed in the building/main office.

- In regards to registration and transfers, parents are required to complete this process online.
- If a parent needs assistance with the registration and transfer process they will need to call the office to make an appointment.
- Lunch applications should be completed online; any assistance with completing this application will be done virtually/remotely.
- Building level staff will sign-in & sign-out during the school day via a Google Form document to minimize the number of staff members in the main office at one time.
- Teaching staff is only allowed in the main office based on designated time slots or appointments.
- Teacher mailboxes will not be utilized to minimize the number of teachers gathering in the main office. All mail will be delivered to all classrooms.
- Utilization for the Teachers' Room:
 - Sanitizing Station & Gloves will be available
 - Maximum number of teachers in Teachers' Room ~ 3 Staff Members
 - Retrieving & Heating of Lunches
 - Use of Copy Machines
- Teachers should eat their lunches in their classrooms as congregating in the teachers' room is not allowed.
- When the nurse is not in the building and a child becomes sick, the classroom teacher will first communicate with the main office via telephone/intercom system. The office will communicate with the parents for pick up. The student will then be accompanied to the isolation room by an adult until parents arrive for student pick up.
- Utilization of school building copiers, will be accessed based on a schedule for usage and location of copier will be created for each building.
- Hand sanitizing stations along with gloves will be provided near copy machines.
- Substitute staff protocol is as follows:
 - Substitutes will report to the main office and building secretaries will sign-in substitutes to minimize the time spent in the main office.
 - Substitutes must complete a health screening form before assuming assignment for the day.
- School Security Officers will conduct temperature checks of all visitors entering the building including substitutes.

(b) Testing & Evaluations:

Protocols & Guidelines School Psychologist

When conducting CST testing and evaluations the following must be adhered to:

- Any deviation from the standardized administration should be considered in score interpretation and stated in the report. Furthermore, a clinical judgment needs to be made by the examiner to determine the impact the deviations (if any) may have had any influence on the examiner's performance.
- According to NASP and APA: "The social distancing of 6ft is not feasible in testing situations, especially with younger students. A clear view of the stimulus book is necessary to present instructions and observe the child's response (WISC-V manual). Sitting directly across from the child 3ft to 4ft away, with the proper protective gear (disposable aprons, gloves, and face shield and mask), ensures both safety as well as the standardized guidelines of the test administration."
- Examiners should follow the guideline provided by Pearson: Disinfecting Testing Materials (attached) after each use.
- Since stimulus books will be more challenging to disinfect, the district will utilize digital booklets .
- A clear transparency film should be used over the stimulus book pages, when digital books are not available

Protocols & Guidelines LDTC

- Do not allow students to touch test protocols unless deemed necessary.
- If students do need to touch test protocol, use a protective plastic sheet over the page.
- Additionally, examiners should follow the safety guidelines and protocols as outlined in the "suggested general protocol & guidelines" section below.

Protocols & Guidelines Social Worker

- Continue to conduct virtual sessions to gain information for Social Histories.
- If a virtual meeting is not possible, please follow the "Suggested General Protocols & Guidelines" outlined below.

Protocols & Guidelines: Speech, Occupational & Physical Therapists

The CDC has issued the following guidelines for Direct Service Providers:

- When possible, keep at least 6 feet of distance between yourself and others you are treating.
- Wear a cloth face covering when you are at work.
- Encourage your students to wear a face covering during sessions.
- If there is potential that you may be splashed or sprayed by bodily fluids during your work, use standard precautions. Personal protective equipment (PPE) includes a facemask, eye protection, disposable gloves, and a gown.
- Wash your hands with soap and water: before and the end of each session; when adjusting or putting on or off face masks or cloth face coverings; or before putting on and after taking off disposable gloves.
- If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol.
- Wear disposable gloves when physically prompting students.
- Utilize disposable consumables whenever possible.
- Clean and sanitize materials after each use.

- Use plastic sheet protectors or coverings on therapy materials that must be shared.
- Dispose of sheet protectors at the end of the session. Do not reuse.
- Clean and disinfect frequently touched objects and surfaces (e.g., counters, tabletops, doorknobs, phones, keyboards, tablets, communication boards and other assistive devices).
- Ensure that therapy is conducted behind a sneeze guard/protection barrier.
- Ensure that students are not sitting closely together.
- Utilize specialized face masks with plastic coverings so that you can see a student's lip movement as is necessary during the session.
- In cases where a clinician/therapist is unable to see the students, those specific reasons should be documented while providing alternate solutions for making up sessions whenever possible.
- Guideline Link:
<https://www.asha.org/slp/healthcare/slp-service-delivery-considerations-in-health-care-during-coronavirus/>

General Testing Protocols & Guidelines

- Only one parent is allowed to accompany students to the testing site in the case of Early Intervention students or other initial referrals through child find.
- Students and parents should only bring necessary materials into the testing room. No food, drink, toys, or additional bags will be allowed.
- Temperatures of students and the accompanying parent/guardians will be taken and documented before granting access to the testing site.
- Parents must complete a health form for self and child before being admitted to the testing site.
- Students and parents are expected to sanitize and or wash hands upon entering the building.
- Prior to arrival, the doors should be propped open to avoid excessive touching. Once everyone is inside the building, doors can be closed by staff wearing gloves.
- Students two and older, staff, and parents are expected to wear a face covering (unless wearing a face covering will inhibit the health of the individual) and gloves upon entering the building.
- As indicated by the CDC guidelines, children over two years old should also wear a face covering unless there is an underlying medical issue which prevents the child from safely doing so.
- The evaluator is encouraged to wear and use safety equipment such as: masks, gloves, sanitizing wipes, face shields, disposable aprons, lysol spray and hand sanitizers as provided and as needed..
- Sneeze guard and other protective barriers are installed in all the testing areas.
- Staff is expected to sit behind the protective barriers during testing.
- Parents are expected to sit no less than 6ft away from the student and the evaluator.
- Parents are not allowed to enter any other part of the building without the consent of the evaluator.
- Testing materials should be properly and appropriately sanitized after each use by the evaluator.
- Testing materials that can avoid being shared should not be shared.
- Materials such as playdoh etc. will be discarded or sent home with students at the end of each testing session.

(c) Operational Heating & Ventilation Systems

- Rooms within our school buildings will have recirculated air with a fresh air component.
- Teachers will have the opportunity to open windows if A/C is not provided.
- Filter (s) for A/C units will be maintained and changed according to manufacturer recommendations.
- Please see attached documentation from Environmental Safety Management Corporation which outlines the ventilation protocols.

3. TRANSPORTATION

Transportation Protocols and Guidelines

- In the interest of keeping students safe, the district will suspend courtesy busing and will only transport special education students who qualify for this service as well as students who fall outside the 2 miles radius.
- A 54 -passenger school bus will only have 11 passengers.
- Daily temperature checks will be conducted prior to students embarking the school bus.
- The bus aide will document the temperature of each student on the data sheet provided on a daily basis.
- A sanitizing device will be provided at the entrance of the school bus and students will be required to sanitize hands upon entering the school bus.
- Seats will be marked with signs indicating: “Sit here” so that students will know specifically where they are allowed to sit on the bus.
- Seating signage will be placed on every other seat.
- Students are required to fill the back rows first and then progress forward.
- Students should exit the school bus in the opposite order of entering the school bus.
- Seats will be assigned on special education buses.
- Students will be required to wear a face mask/covering unless otherwise indicated through proper documentation regarding underlying illnesses/medical conditions that prevents the student from safely wearing a face covering.
- Bus drivers and aides are required to wear a face mask, face shield and gloves.
- The district will install a physical barrier that separates the bus driver from students in conjunction with NJMVC regulations.
- Bus drivers and bus aides must complete the district’s health screening on a weekly basis.
- Upon disembarking from school buses, students will follow marked off pathways to their respective classroom destinations.
- There should be no social gathering or assembly of students after disembarkment.
- Instructional aides will be assigned to monitor the disembarkment process and ensure that students are within full compliance.
- Pre-designated drop-off and pickup points for parents will be revised as needed.
- When necessary additional bus aides to assist with all of the above as well as between route high touch disinfection.
- Students shall not consume food on buses in mornings or at end of the school day
- Clean and disinfect bus seats, rails, windows, plastic barriers and other high touch surfaces at the end of each day using an EPA List N-registered disinfectant deemed suitable for COVID-19.
- High touch surfaces will be disinfected between bus by bus drivers or aides runs in accordance with the East Rutherford Schools Enhanced Cleaning & Disinfection Bus Cleaning Protocol.
- Training for bus cleaning and disinfection will be provided.

- Please see attached documentation from Environmental Safety Management Corporation, which outlines the disinfecting and sanitizing protocols for all classrooms, school buses and during student mealtimes.

4 . STUDENT FLOW, ENTRY, EXIT & COMMON AREAS

Entering & Exiting Classrooms and School Buildings

- There will be staggered arrival and dismissal times.
- The same group of students (cohorts) will exit and enter through assigned areas daily.
- Pre-designated entry and exit paths will be utilized by all staff and students.
- Pathways will be labeled with appropriate 6ft markers to provide students with visual cues in regards to the appropriate distance they should keep when traveling to and from their classrooms and other unrestricted areas in the building such as therapy rooms or small group instruction rooms.
- Thermal temperature check cameras will be placed at entry points to record students and staff temperature before entering the school building and hand held no-touch thermometers will be utilized to check temperatures. When parents are dropping off students at their assigned bus stop location, parents must stay with the child until a staff member can verify the child's temperature is less than 100 degrees F to board the school bus.
- Upon entering classrooms, students are expected to sanitize their hands at the designated sanitizing station before taking their seats.
- All pre-designated entry and exit pathways will be marked with the appropriate signage and markers indicating the required 6ft apart social distancing requirements.
- A separate exit and entry plan for all grade levels will be developed for inclement weather.
- A separate exit and entry plan will be developed for conducting drills such as fire drills.
- One way routes will be created and marked in each building wherever possible.
- School visitors are required to wear masks or face coverings unless doing so would inhibit the individual's health.
- School visitors can only enter buildings by making an appointment or unless they are coming to pick up a child as requested by the school nurse.
- If a visitor refuses to wear a face covering for non-medical reasons and if such face covering cannot be provided to the individual at the point of entry, entry to the school buildings will be denied.
- The district will provide staff and students training on the use of PPEs through instructional videos.

5 . SCREENING, PPE, & RESPONSE to STUDENTS & STAFF SYMPTOMS

a. Screening of Students

(Pending the development of a district policy regarding screening, returning to school or work after an illness, isolating students and staff suspected of COVID-19 and Contact Tracing, the district will adhere to the CDC guidelines that were released specifically for K-12 educational institutions.

- The district will develop an official policy for screening students and employees upon arrival for symptoms and history of exposure (Strauss Esmay ~ Alert)
- Parents will be required to complete a daily health screening survey for their child attending the East Rutherford Public Schools.

- Health Surveys must be submitted by 7:30 a.m. daily.
- Health surveys contain screening questions as per the CDC guidelines.
- Students entering the school bus and or the school premises must be screened on a daily basis.
- Students of East Rutherford who are traveling out of state and country will be required to take a COVID19 test before re-entering school.
- An isolation room will be assigned to contain any identified student who is a potential carrier or has been exposed to COVID19 on school premises.
- Students will be asked to leave or not enter the buildings if demonstrating ONE or MORE of the following symptoms:
 - A fever of 100 F or greater
 - Cough
 - Shortness of Breath or difficulty breathing
 - Chills
 - Repeated shaking with chills
 - Muscle Pain
 - Headache
 - Sore throat
 - New loss of taste or smell
 - Fatigue
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- If a student participating in an extracurricular activity, receives a positive COVID test result it will also be reported to the DOE. The district will utilize the Incident Report form provided to report said case.
- A contact tracing liaison will be assigned in the district to communicate with families and the local health department.

b. Screening of Staff

(Pending the development of a district policy regarding screening, returning to school or work after an illness, isolating students and staff suspected of COVID-19 and Contact Tracing, the district will adhere to the CDC guidelines that were released specifically for K-12 educational institutions.

- The district will develop an official policy for screening students and employees upon arrival for symptoms and history of exposure. (Strauss Esmay ~ Alert)
- Temperature checks of staff will be conducted before they are allowed in the school buildings.
- Temperature checks for staff will be conducted by one individual who will ensure non-violation of FERPA.
- Results will be documented when signs/symptoms of COVID-19 are observed.
- Staff will be required to complete a daily health screening survey.
- Health surveys must be turned in daily at the beginning of every school day by 7:30 a.m.
- Health surveys will contain screening questions as per the CDC guidelines.
- Staff traveling out of state will be required to take a COVID19 test before re-entering the district to work.
- An isolation room will be assigned to contain any identified carrier of COVID19 on school premises.
- Staff will be asked to leave or not enter the buildings if demonstrating ONE or MORE of the following symptoms:
 - A fever of 100 F or greater
 - Cough
 - Shortness of Breath or difficulty breathing

- Chills
 - Repeated shaking with chills
 - Muscle Pain
 - Headache
 - Sore throat
 - New loss of taste or smell
 - Fatigue
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- If a staff member who has been working in a district building, receives a positive COVID test result it will also be reported to the DOE. The district will utilize the Incident Report form provided to report said case.
 - A contact tracing liaison will be assigned in the district to communicate with families and the local health department.

CDC Screening Guidelines for Students (Additional Guidelines)

(Pending the development of a district policy regarding screening, returning to school or work after an illness, isolating students and staff suspected of COVID-19 and Contact Tracing, the district will adhere to the CDC guidelines that were released specifically for K-12 educational institutions.

- Following CDC Guidelines, parents will be asked to report their answers on two topics: Symptoms and Close Contact/Potential Exposure (see below).
- Parents, guardians, and caregivers will self-report the answers to these questions through a Google form or an app in the morning before the student leaves for school.
- The East Rutherford Schools will use the template below to share with parents and aid in daily reporting.

PLEASE NOTE: On 10/21/20 CDC modified the definition of a close contact regarding the length of time associated with exposure and the time interval to assess the potential exposure that can result in transmission. In summary, the new definition requires 15 minutes or more of close contact (within 6 feet) of exposure to an infected person during a 24-hour period in which the infected person is infectious. This is a change from our previous definition of 10 minutes of consecutive exposure.

CDC Parent Report Template

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

SECTION 1: Symptoms

- Temperature 100 degrees Fahrenheit or higher when taken by mouth;
- Sore throat;
- 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
- Traveled to or lived in an area where the local, Tribal, territorial, or state health department is reporting large numbers of COVID-19 cases as described in the [Community Mitigation Framework](#)
- Live in areas of high community transmission (as described in the [Community Mitigation Framework](#))** while the school remains open.

CDC Return-to-School Policies

- 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 (e.g., until symptom-free for 72 hours without fever reducing medications and a doctor's note communicating that the child is cleared to return to school).
- 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.
- Upon the recommendation of the School Physician, the East Rutherford School District will require students and staff to return to work and school with a negative test result.
- Students who have received a negative test result will be allowed to return to school once their symptoms have otherwise improved in accordance with existing school illness management policies.
- Students 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 state or local health department.
- Students and their families should be advised that the local health department may contact the family for contact tracing. If contacted, families should notify the contact tracer that the student attended school.
- Students diagnosed with COVID-19 or who answer YES to any component of Section 1 AND YES to any component of Section 2 without negative test results should be permitted to return to school in line with current CDC "[When Can I Be Around Others?](#)" (e.g., 3 days with no fever, 10 days after other symptoms have ended).

- Questions regarding return to school will be jointly decided in consultation with parents or caregivers, school personnel, and the student’s healthcare provider.
 - Students who are excluded from school will be afforded the opportunity, as soon as feasible when they are well enough to participate in classwork, to make up any missed classwork without penalty in order to reduce mental or physical anxieties about missed academic opportunities.
- PLEASE NOTE: On 10/21/20 CDC modified the definition of a close contact regarding the length of time associated with exposure and the time interval to assess the potential exposure that can result in transmission. In summary, the new definition requires 15 minutes or more of close contact (within 6 feet) of exposure to an infected person during a 24-hour period in which the infected person is infectious. This is a change from our previous definition of 10 minutes of consecutive exposure.**

School Isolation Protocols

Some students may develop symptoms of infectious illness while at school. As such, the East Rutherford Schools will take action to isolate students who develop these symptoms from other students and staff.

- Students with any of the symptoms in Section 1 will follow the district’s current illness management policy to minimize transmission to others, to optimize learning opportunities, and to allow for these symptoms to resolve (at least 72 hours without fever reducing medications or in accordance with existing school illness policy).
- Students who develop any of the symptoms in Section 1 while at school will be placed in an isolation area separate from staff and other students:
 - School staff (e.g., workers, teacher aides, school health staff) who interact with a student who becomes ill while at school will use [Standard and Transmission-Based Precautions](#).
 - Students who are sick will be sent home or to a healthcare facility depending on how severe their symptoms are.
 - Students identified at school who develop any of the symptoms in Section 1 AND answer YES to any of the questions in Section 2 will be placed in an isolation area separate from staff and other students and then sent home or to a healthcare facility if symptoms indicate a need for further evaluation:
- If the East Rutherford School District needs to call an ambulance or bring a student to the hospital, we will first alert the healthcare staff /first responders that the student may have been exposed to someone with COVID-19.
- After the student is placed in an isolation area, the isolation area will be thoroughly cleaned and disinfected following CDC’s: [Considerations for Cleaning and Disinfecting your Building or Facility](#).
- The East Rutherford School District be mindful of appropriate safeguards to ensure that students are isolated in a non-threatening manner, within the line of sight of adults, and for very short periods of time.

6 . CONTACT TRACING

Contact Tracing Procedures

Student Tests Positive for Covid-19

- The district has purchased an app that will monitor students' temperatures and allow parents to complete health screenings daily.
- East Rutherford seeks to work with parents and local health authorities to ensure that every student tested positive is identified.
- Once parents/guardians provide confirmation from the MD of a positive result, contact is made to the local health department for guidance.
- If a staff member who has been working in a district building, or a student participating in an extracurricular activity, receives a positive COVID test result it will also be reported to the DOE. The district will utilize the Incident Report form provided to report said case.
- The district will follow recommendations of the local health department in regards to appropriate measures to take.
- The district will notify anyone in close contact with the student once a form of confirmation is received.
- The school nurse will provide contact support and education to families affected.
- The school nurse will share information, and support to families so that they can understand their risk, what they should do to separate themselves from others who are not exposed, and how to monitor themselves for illness.
- In addition, the school nurse will inform families exposed of the possibility that they could spread the infection to others even if they do not feel ill.
- Throughout this process, all student information will be kept confidential.
- A student and anyone involved in a contact tracing case will be permitted back to school/work after the recommended number of days of self-quarantine has been observed and adhered to.
- Throughout this process, all student information will be kept confidential.
- Upon the recommendation of the District Physician, a student and anyone involved in a contact tracing case will be permitted back to school/work only with a negative test result.
- Any positive case of COVID-19 will be reported using the NJDOE County office Incident/Issue Report form.
- DOH Contact Tracer will investigate the incident and contact the appropriate individuals that may have been exposed to individual(s) that were positive with COVID-19.

Staff Tests Positive for Covid-19

- East Rutherford seeks to work with staff, the EREA, ERAA, IUOE and local health authorities to ensure that every staff positive is identified.
- Once staff provides confirmation from the MD of a positive result, contact is made to the local health department for guidance.
- The district will then follow recommendations of the health department.
- The district will notify anyone in close contact with the staff once a form of confirmation is received.
- The local health department of the town within which the staff member resides will be notified as is appropriate.
- The school nurse will provide contact support and education to staff/families affected.
- The school nurse will share information, and support to staff/families so that they can understand their risk, what they should do to separate themselves from others who are not exposed, and how to monitor themselves for illness.
- In addition, the school nurse will inform staff/families exposed of the possibility that they could spread the infection to others even if they do not feel ill.
- Throughout this process, all staff information will be kept confidential.
- Upon the recommendation of the District Physician, a staff member and anyone involved in a contact tracing case will be permitted back to school/work only with a negative test result.

- Any positive case of COVID-19 will be reported using the NJDOE County office Incident/Issue Report form.
- DOH Contact Tracer will investigate the incident and contact the appropriate individuals that may have been exposed to the person(s) that were positive with COVID-19.

If a family member in the household is tested positive for Covid-19.

- The district will require information regarding the family member or member that was tested positive without violating HIPPA.
- The district’s contact tracing liaison will verify if the local health department was notified.
- The district’s contact tracing liaison will contact Bergen County Health Dept. and report the positive case.
- The student and/or staff member will be given guidance as per health department & CDC guidelines for quarantine by the school nurse.
- The school nurse will record all information provided.
- The student/staff that is in attendance that was exposed to a member of the household will be monitored by the school nurse and information recorded.
- Upon recommendation of the School Physician, the student/staff that is in attendance that was exposed to a member of the household will be asked to be tested before returning to school or work.

Professional development and training for staff, students and families.

- All staff & families will be provided information regarding the role of contact tracing and isolating positive or suspected COVID-19 cases in keeping school communities safe from the spread of contagious disease.
- Video explanation and depiction of why tracking is important will be provided.
- Powerpoint presentation may also be part of a training series.
- The district will obtain videos from Bergen County Health Dept/CDC as is available.
- Staff will receive training through our “Safe Schools” Training series.

7 . FACILITIES CLEANING PRACTICES

Cleaning of buildings and all frequently used areas

- Frequently touched areas such as desks, chairs, door handles, handrails, kitchens, bathrooms, light switches, shared telephones, shared desktops, shared computer keyboards and mice, drinking fountains, school bus seats and windows will be cleaned daily.
- The district will consider purchasing no-touch foot pedal trash cans when there is a lid on the trash can or as necessary.
- With safety in mind, when possible, doors should be propped open to avoid frequent touching of handles.
- The district will develop a sanitizing checklist which will be completed daily by the pertinent staff.
- Disposable wipes will be provided in ALL classrooms and offices so that commonly used areas such as keyboards etc can be wiped down before use.
- District will add touchless sinks and will section off bathroom sinks to assist in aligning with the social distancing requirements.
- District will provide additional training to custodial staff regarding proper procedures for cleaning and sanitizing school buses and classrooms on a daily basis.

General, Bathroom and EPA List N Registered Disinfectants for COVID-19 in use at East Rutherford Schools include the following:

General Surface and Glass Cleaners

- Lysol Deodorizing Cleaner
- Neutral Cleaner Soluble Packets
- Sure Pack Soluble Packets
- OmniPak Heavy Duty Detergent
- Bathroom Cleaners
- Tilex Soap Scum and Grout Cleaner
- RJ8 Tile and Grout Rejuvenator
- Spartan Germicidal Bowl Cleaner
- EPA List N VOCID-19 Registered Disinfectants
 - Clorox Clean-up Disinfectant with Bleach – EPA Registration # 67619-17 – 5 Minute
 - Contact Time – Sodium Hypochlorite
 - Lysol Disinfectant Spray (or equivalent) – EPA Reg # 777-99-675 – 2 Minute Contact
 - Time – Quaternary Ammonium Chlorides
 - EPA List N COVID Registered Disinfectant Used with Victory Electrostatic Sprayer
 - GK Chlorinated Disinfecting Tablets – EPA Reg # 71847-6 - 1 minute contact time –
 - Sodium dichloro-s-triazinetriene

Routine Enhanced Cleaning and Disinfection

- The district has increased the number of custodians at each building to provide increased cleaning and disinfection. Custodial Cleaning schedules have been updated to include daily cleaning and disinfection of the following:
 - Classroom desks and chairs
 - Lunchroom tables and chairs
 - Door handles and push plates
 - Handrails
 - Kitchens and bathrooms
- Light switches
 - Handles on equipment (e.g. athletic equipment)
 - Buttons on vending machines and elevators
 - Drinking fountain, handles, switches, spouts (run water following cleaning)
 - Bathrooms daily, or between use as much as possible
 - Floors will be damp mopped or HEPA vacuumed.

In addition to daily cleaning described above, custodians will conduct disinfection of high touch surfaces periodically throughout the school day and when cohorts move or classes change. This high touch enhanced custodial disinfection schedule will be focused on the following high touch surfaces (check all that apply):

- Lunchroom tables and chairs
- Door handles and push plates
- Handrails

- Light switches
- Drinking fountains
- Bathrooms daily, or between use as much as possible
- Personal Protective Equipment - Custodians conducting routine cleaning and disinfection will wear cloth face coverings, disposable gloves, work uniform and safety glasses or goggles to prevent eye irritation.
- Long sleeved shirts are preferred.
- Routine Cleaning by Staff and Students

Special Cleaning and Disinfection following Confirmed COVID-19 Diagnosed Case

If a student or staff member has been diagnosed with COVID-19 infection, the classroom or office will be vacated by personnel. Windows will be opened to allow dilution of any airborne virus and doors to the area will be closed to prevent access by others. The East Rutherford Schools custodial staff will be notified of the location and that a COVID case has been confirmed.

Wherever possible, a period of 24 hours will occur to allow for airborne settling and natural virus attenuation. After 24 hour period, custodians will return to the area and conduct enhanced cleaning and disinfection.

Electrostatic sprayers supplied with the GK Chlorinated Disinfecting Tablets EPA List N disinfectant will be used to spray impacted areas in accordance with manufacturer recommendations and training provided.

Following electrostatic spray use, custodians will conduct cleaning and disinfection of high touch surfaces, walls, windows and flooring in impacted areas in accordance with training received. Floors will be damp mopped or HEPA vacuumed. No dry sweeping will be conducted.

Details of this cleaning is covered in custodial COVID-19 cleaning training provided.

8. MEALS

Distribution of Meals: Maschio Food Services (Phase I)

- The district will utilize a “Grab & Go” Model for Breakfast and Lunch.
- Students will consume meals in their classrooms at their individual desks.
- Desks will be wiped and sanitized after meals.
- Disposable wipes will be provided in ALL classrooms so that commonly used areas such as student’s desks etc. can be wiped down before use.
- The district will work with Maschio’s to assess logistics and address needs for additional equipment, food safety protocols and staff training, modified packaging, sanitation, point of service reporting, and transportation of food from the food preparation site to classrooms.
- The district will continue to provide Grab and Go student meals on Monday for weekly consumption for all students that will be assigned to remote learning.
- Breakfast and lunch meals will be distributed to students as Grab & Go upon student arrival and dismissal. We will be instructing the students **not** to share food or other personal items. We encourage you to please speak to your child about these practices. Students learning remotely for two days, Grab & Go meals will be provided for students on Wednesdays for both remote days, Thursdays & Fridays. For students on remote learning for all five days, families can pick-up

student lunches on Mondays only, from 11am-1pm at the Faust School Paterson Avenue Parking lot.

Distribution of Meals: Maschio Food Services (Phase II)

- The district will utilize a “Grab & Go” Model for Breakfast and Lunch.
- Student meals will be delivered to classrooms on assigned scheduled days.
- Desks will be wiped and sanitized after meals.
- Disposable wipes will be provided in ALL classrooms so that commonly used areas such as student’s desks etc. can be wiped down before use.
- The district will work with Maschio’s to assess logistics and address needs for additional equipment, food safety protocols and staff training, modified packaging, sanitation, point of service reporting, and transportation of food from the food preparation site to classrooms.
- The district will continue to provide Grab and Go student meals on Mondays & Wednesdays for weekly consumption for all students that will be assigned to remote learning.
- Breakfast and lunch meals will be distributed to students as Grab & Go upon student arrival and dismissal. We will be instructing the students **not** to share food or other personal items. We encourage you to please speak to your child about these practices. Students learning in a hybrid model who are remote for one day, Grab & Go meals will be provided for students upon dismissal. For students on remote learning for all five days, families can pick-up student lunches on Mondays & Wednesdays only, from 9:45am-11:45am at the Faust School Paterson Avenue Parking Lot for Faust School students and the Carlton Street Fire House Parking Lot for McKenzie School students.

9 . RECESS/PHYSICAL EDUCATION

Recess & Physical Education: Guidelines

- Recess will be staggered.
- Physical education classes will take place outside whenever possible.
- Upon the recommendation of the District Physician, students should wear a mask while participating in physical education classes held indoors and outdoors.
- During recess and physical education classes, cones, flags, tapes or other signs to create boundaries between groups will be utilized.
- Use of playground equipment will be prohibited at this time.
- Students must wash hands immediately after outdoor play.
- There should be no sharing of equipment.
- Specific areas will be designated for each class during recess and physical education to avoid cohort mixing.
- Students must wash their hands or utilize the sanitizing station immediately after outdoor play or activities.

10 . FIELD TRIPS, EXTRA CURRICULAR ACTIVITIES, & USE OF FACILITIES OUTSIDE OF SCHOOL HOURS

Field Trips & Extra-Curricular Activities: Phases 1, 2 & 3
<i>Phase 1</i>
<ul style="list-style-type: none">• During Phase 1 all field trips will be suspended.• All after school club activities will be suspended.• All sporting events will be suspended.• Use of facilities outside of school hours will be suspended.
<i>Phase 2</i>
<ul style="list-style-type: none">• During Phase 2, a determination will be made in regards to the resumption of After School Club Activities e.g. Drama Club, Robotics et.c• A determination will be made regarding the resumption of after school athletics such as girls and boys basketball and cheerleading.• All field trips will remain suspended.• Use of facilities outside of school hours will remain suspended.
<i>Phase 3</i>
<ul style="list-style-type: none">• During Phase 3, determination will be made regarding resumption of all activities permitted in Phase 2 along with possible field trips.• Use of facilities outside of school hours will resume once school is on a full day schedule and there is data supporting a rapid decline of COVID-19 cases.

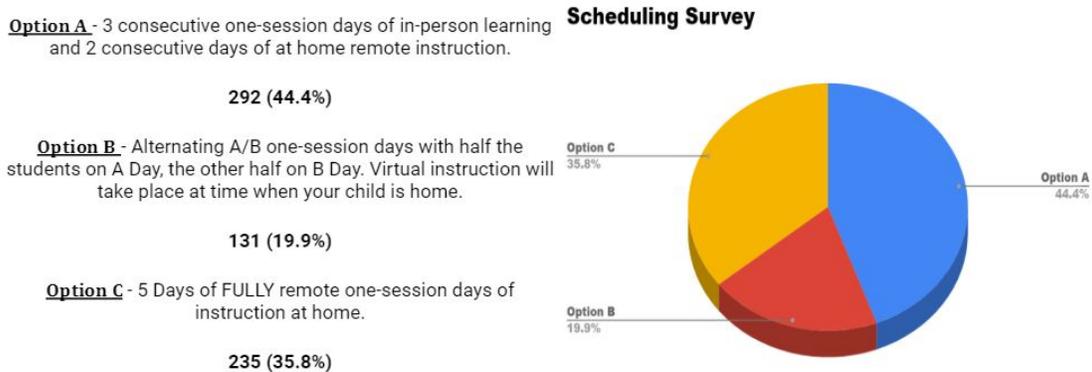
PART II: CONTINUITY OF LEARNING

1. ACADEMIC, SOCIAL & BEHAVIORAL SUPPORTS

1.0 Collection of Community Stakeholder & District Staff Data to Drive Instruction

The District's instructional model for the 2020-2021 school year was based on data collected from key stakeholders such as parents/guardians. The data presented input in regards to the type of schedule that parents believe would best suit the needs of their children while maximizing learning. Please see below for a breakdown of the data.

Please choose ONE of the following options for returning to school in September 2020.



1.1 Scheduling & Instructional Contact Time

In preparing for the 2020-2021 school year, the East Rutherford School district is committed to ensuring that the minimum of four hours of instructional time is adhered to. The district will also ensure that the requirements for 180 day school year are met. The following option below was considered and agreed upon based upon input from all key stakeholders for implementation in returning students to the district in order to meet the minimum 4 hours and the 180 day school year. Please see below:

District's Three Phase Model

The School District has implemented a Three Phase Model to assist with scheduling and maintaining the safety and well being of students and faculty. The purpose of the phases is to ensure that students remain in cohorts minimizing exposure to peers and staff.

Phase I: This phase will begin September 8th through October 16th.

Phase II: This phase will begin October 19th through January 31st.

Phase III: This phase will begin February 1st until reverted to a full opening schedule.

- Parents/guardians were given the opportunity to choose in early August, if their child will be attending school as an in-person or remote learning student prior to the commencement of the school year.
- Once parents/guardians have notified the school of their choice, parents/guardians will not be able to change their selection at any time during each phase. For example, a child starting on September 3rd as an in-person student cannot switch to a remote learning student on September 14th.
- Switching during phases will only be allowed with justification of a medical condition and extenuating circumstances that needs to be submitted and approved by the Superintendent.
- Safety precautions implemented for students who are at high-risk will be determined on an individual basis.
- A safety plan should be developed in collaboration with the school nurse, classroom teacher, building principal and case manager/504 coordinator where applicable, for all high risk students participating in a hybrid or regular learning program.
- Consultation with the school physician will be encouraged when needed.
- Due to the safety of all high-risk students and staff, there will be cleaning and disinfecting between classes and of equipment touched during recess periods.
- Staff will be advised to have a change of clothes available.

Modified Traditional Learning: Phase I

- All students in Preschool will attend school for 5 one-session days.
- All students in Kindergarten through 8th Grade will attend school for three days per week on a one-session day schedule as in-person students.
- All students in Kindergarten through 8th Grade will engage in remote learning on Thursdays & Fridays.
- During all five one-session days of in-person instruction students will be engaged in the following subject areas:
 - Mathematics
 - English Language Arts
 - Science
 - Social Studies
 - World Language
 - P/E/Drama/Theatre
 - Students will rotate weekly in the following cycle subject areas per grade level:
 - Art
 - Music
 - Social Emotional Learning
 - Financial Literacy (Faust School Only)
- On remote learning days students will engage in subject area lessons through Zoom meetings on Thursdays and Google Classroom/Screencastify Lessons on Fridays.
- On single session days after the dismissal of students, teacher staff will engage in planning and professional learning.
- As part of the Modified Traditional Learning Model, students will be arriving and departing the school campus on a staggered schedule to ensure the reduction of exposure.

- Another component of the Modified Traditional Learning Model, students will not be switching class at the middle school. Teachers will be traveling to students.

Modified Traditional Learning: Phase II

- All students in Preschool will attend school for 5 one-session days.
- All students Kindergarten through 7th grade will attend school for four days per week on a one-session day schedule as in-person students.
- All students in 8th Grade will attend school on a AA/BB (Maroon and Gray) schedule due to the high number of requests for in person instruction at this grade level.
- All students K-8th grade will engage in remote learning on Fridays, on a weekly basis.
- During all five one-session days of in-person instruction students will be engaged in the following subject areas:
 - Mathematics
 - English Language Arts
 - Science
 - Social Studies
 - World Language
 - P/E/Drama/Theatre
 - Students will rotate weekly in the following cycle subject areas per grade level:
 - Art
 - Music
 - Social Emotional Learning
 - Financial Literacy (Faust School Only)
- On remote learning days students will engage in subject area lessons and small group intervention instruction through Zoom meetings, Google Classroom and or Screencastify Lessons.
- On single session days after onsite dismissal of students and after conducting small group instruction after lunch, teaching staff will engage in planning and professional learning.
- As part of the Modified Traditional Learning Model, students will be arriving and departing the school campus on a staggered schedule to ensure the reduction of exposure.
- Another component of the Modified Traditional Learning Model, students will be switching classes at the middle school on a minimal basis. Teachers will be traveling to students.

Modified Traditional Learning: Phases III

- During Phase III the current model will be adjusted accordingly to increase the number of days students engage in in-person instruction. This is all dependent upon the number of COVID-19 infections as well as guidance from the local health department.
- The end goal is to return to a “normal” full day schedule by the end of Phase III.
- This model is subjected to change due to the number of students attending school as well as any adjustments to the NJDOE Reopening of Schools Guidance Document.

McKenzie School Arrival & Dismissal Times: STUDENTS: Phase I & II

Grade Level	Arrival Time	Dismissal Time
Kindergarten	9:00 a.m.	1:00 p.m.

1st Grade & 2nd Grade	8:45 a.m.	12:45 p.m.
3rd & 4th Grade	8:30 a.m.	12:30 p.m.

Grade	Location of Arrival and Dismissal	Arrival: Temperature Check & Health Form Verification Time	Pickup /Dismissal Time
Pre-K	Faust School Pre-k Annex	8:00 - 8:10am	12:10pm
K	Totland (Off of Wall Street)	8:45 - 9:00am	1:00pm
1	New Street (By Flag Pole)	8:30 - 8:45am	12:45pm
2	Carlton Avenue (By School Marquee)	8:30 - 8:45am	12:45pm
3	Firehouse Parking Lot	8:15 - 8:30am	12:30pm
4	Totland (Off of Wall Street)	8:15 - 8:30am	12:30pm

McKenzie School Arrival & Dismissal Times: STAFF ~ Pase I & II

Grade Level	Arrival Time	Dismissal Time
Kindergarten	8:45 a.m.	3:45 p.m.
1st Grade & 2nd Grade	8:30 a.m.	3:30 p.m.
3rd Grade & 4th Grade	8:15 a.m.	3:15 p.m.

McKenzie School Instructional Framework: Onsite~ Phase I & II

- Students will receive four hours of instruction daily: Phase I: 3 days on site and 2 days remote, Phase II: 4 days on site and 1 day remote, resulting in the minimum of 240 minutes of instructional time per day on each four hour day. Students will further engage in online learning after onsite dismissal.
- Both onsite and remote learning days will consist of 40 minute periods.
- All ESL, Basic Skills, Special Education, and Reading Lab teachers will offer push in and pull out services as is appropriate.
- Both District Schools:
 - Teaching staff will receive a 45 minute lunch break daily with additional time to facilitate dismissal of students.
 - Teaching staff will receive a prep based upon their contractual agreement.
 - Teacher staff will be expected to fulfill their remaining 104 minutes conducting remote learning activities and check-ins with their students.
 - On remote learning days, teachers will conduct live remote instruction from their classrooms.

Mckenzie School Sample Student Schedule: ONSITE 3 DAYS PER WEEK ~PHASE I

TIME	MONDAY	TUESDAY	WEDNESDAY
8:45-9:25	SEL	Health	Dance/Theatre
9:25-10:05	Math	Math	Math
10:05-10:45	ELA	ELA	ELA
10:45-11:25	ELA	ELA	ELA
11:15-11:25	Break	Break	Break
11:25-12:05	Science	Science	Social Studies
12:05-12:45	Tech	Gym	Spanish
12:45-1:25	Dismissal/Lunch	Dismissal/Lunch	Dismissal/Lunch
1:25-2:05	Remote Instruction	Remote Instruction	Remote Instruction

Mckenzie School Sample Schedule: 2 DAYS REMOTE: PHASE I

TIME	THURSDAY	FRIDAY
8:45-9:25	Science	Enrichment
9:25-10:05	ELA	ELA
10:05-10:45	ELA	ELA
10:45-11:15	Music	Art
11:15-11:25	Break	Break
11:25-12:05	Math	Math
12:05-12:45	Gym	Social Studies
12:45-1:25	Lunch	Lunch
1:25-2:05	Afternoon Instruction	Afternoon Instruction

Mckenzie School Sample Student Schedule: All Remote Learning 5 Days per week ~ PHASE I & II

- Students who opt for 5 full days of remote learning will follow the same schedules as their peers who will be attending 3 days of onsite and 2 days of remote instruction.
- Lessons will be live streamed via Zoom, so that students at home will be able to follow along with the live instruction.
- Additionally, paraprofessionals will check in with students during live instruction to ensure that they are able to follow and keep up with the lessons.
- Students will be provided with 1:1 Chromebooks to facilitate remote learning instruction.
- Low income families without internet service are encouraged to apply for low income internet service, those unable to do so will continue to receive jetpacks from the district.

Mckenzie School Sample Student Schedule: ONSITE 4 DAYS PER WEEK ~ PHASE II

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
8:45-9:25	SEL	Health	Dance/Theatre	Science
9:25-10:05	Math	Math	Math	ELA
10:05-10:45	ELA	ELA	ELA	ELA
10:45-11:25	ELA	ELA	ELA	Music
11:15-11:25	Break	Break	Break	Break
11:25:12:05	Science	Science	Social Studies	Math

12:05-12:45	Tech	Gym	Spanish	Gym
12:45-1:25	Dismissal/Lunch	Dismissal/Lunch	Dismissal/Lunch	Dismissal/Lunch
1:25-2:05	Remote Instruction	Remote Instruction	Remote Instruction	Remote Instruction

Mckenzie School Sample Schedule: 1 DAY REMOTE: PHASE II

TIME	FRIDAY
8:45-9:25	Enrichment
9:25-10:05	ELA
10:05-10:45	ELA
10:45-11:15	Art
11:15-11:25	Break
11:25-12:05	Math
12:05-12:45	Social Studies
12:45-1:25	Lunch
1:25-2:05	Afternoon Instruction

Faust School Arrival & Dismissal Times: STUDENTS ~ PHASE I & II

Grade Level	Arrival Time	Dismissal Time
Preschool (A.M.)	8:10 a.m.	10:05 a.m.
Preschool (P.M.)	10:15 a.m.	12:10 p.m.
Preschool (Full Day)	8:10 a.m.	12:10 p.m.
5th Grade & 6th Grade	8:15 a.m.	12:51 p.m.
7th Grade & 8th Grade	8:15 a.m.	12:51 p.m.

All students will arrive at 8:15 a.m. daily in Phase II except for Preschool Students

Faust School Arrival & Dismissal Times: STAFF ~ PHASE I & II

Grade Level	Arrival Time	Dismissal Time
Preschool	7:52 a.m.	2:54 p.m.
5th Grade & 6th Grade	7:52 a.m.	2:54 p.m.
7th Grade & 8th Grade	7:52 a.m.	2:54 p.m.

Faust School Instructional Framework: Onsite & Remote ~ Phase I

- This model will begin the school year with students receiving four hours of instruction daily (3 days on site and 2 days remote), resulting in the minimum of 240 minutes of instructional time per day on each four hour day. Students will further engage in online learning after onsite dismissal.
- Each on site day will consist of 40 minute periods.
- Students will receive instruction core subject areas as well as cycle classes. Cycle classes are offered per marking period. Please see the table below for cycle classes per grade level.
- All ESL, Basic Skills, Special Education, and Reading Lab teachers will offer push in and pull out services as is appropriate.
- Pre-K Full day students will attend 5 days per week for 4 hours each day while half day students will attend for 1 hr and 55 minutes, five days per week. It is important to note that on onsite instruction days, the students will be required to continue their learning at home after dismissal.
- Both District Schools:
 - Teaching staff will receive a 45 minute lunch break daily.
 - Teaching staff will receive a prep based upon their contractual agreement.
 - Teaching staff will be expected to fulfill their remaining 104 minutes conducting remote learning activities and check-ins with their students.
 - On remote learning days, teachers will conduct live remote instruction from their classrooms.

Grade Level	Cycle Classes
5th Grade	World Language, Art, Music, Poetry/ Mythology/Journalism/Advisory
6th Grade	World Language, Art, Music, Financial Literacy
7th Grade	World Language , Art, Music, Financial Literacy
8th Grade	World Language, Art, Music, Advisory

Faust School Sample Student Schedule: ONSITE & REMOTE ~ Phase II

Students will begin the school day at 8:15

<i>Period 1: 8:15 - 9:05</i> (with approximately 10 mins for homeroom)
<i>Period 2: 9:09 - 9:49</i>
<i>Period 3: 9:53 - 10:33</i>
<ul style="list-style-type: none"> • Break: 10:33 - 10:43
<i>Period 4: 10:43 - 11:23</i>
<ul style="list-style-type: none"> • <i>Period 5: 11:27 - 12:07</i>
<i>Period 6: 12:11 - 12:51</i>
<ul style="list-style-type: none"> • Students' Lunch 12:51 - 1:36
<i>Period 7: 1:36-2:40</i>
Remote Instruction via Zoom, Google Meet, & Google Classroom from 1:36 - 2:40
Teachers and students will also have remote live instructional small group classes as well as be available for students that need extra assistance with assignments
<ul style="list-style-type: none"> • Extra Help Monday through Thursday from 2:40 pm to 2:54 pm upon request

1.2. Whole-Child Supports/ Multi-Tiered System of Supports

Grief Counseling & Support

- The East Rutherford School District will provide support services for loss of any staff, students, or family.
- The School Counselors, Social Worker and School Psychologists who constitute our mobilized crisis recovery team will provide emotional and psychological support.
- If our school community experiences a loss of life, we will establish “safe rooms” as needed within each facility for counseling service provision.
- Announcement of counseling support services available to faculty and staff as well as students will be made.
- Faculty and staff meetings will be held to provide information on signs and symptoms to observe in students who might be suffering from any anxiety related to the COVID-19 virus upon re-entry to school.
- The district will have available for staff, parents, and families educational materials on loss and grief and ways to cope with stress.
- School Counselors and the District’s Social Worker will work with faculty and staff on identifying families in need of long term physical and mental health support and intervention and provide resources to families.
- The administrative team along with our mental health professionals will determine how memorial activities will strike a balance among honoring a loss, resuming school activities and class routines, return to schedules and maintaining hope for the future.
- School based counseling will be provided for any student who seeks out the service with parental permission where warranted.

1.3. Whole-child Supports: School Counselors

The role of the school counselors and the crisis management team

- I. Pre-planning for phased re-entry:
 - School counselors will create professional development for staff regarding typical childhood reactions to stress and trauma, which might have resulted from home confinement.
 - School counselors will co-facilitate staff training related to re-entry concerns, e.g. trauma, grief, etc.
- II. Mental Health Support:
 - School counselors will consult with classroom teachers about student needs and develop classroom strategies to provide support as appropriate to the age and grade level.
 - Identify and refer students to outside counseling as needed.
 - Provide safe social distancing for group counseling sessions.
 - Co-teach lesson with the health teachers on depression symptoms and warning signs and offer referral services to students and staff as needed.
- III. Academic & School Success:
 - Plan a virtual high school meeting with parents of Grade 8 students.
 - Assists with the development and implementation of adjusted schedules.
 - Monitor student attendance during remote learning.
 - Continue to track student academic growth.
 - Continue to submit monthly attendance data according to subgroups.
 - Collaborate with parents, teachers and related service providers as needed to develop comprehensive learning plans for students as needed.

2. SCHOOL PERSONNEL

School Personnel: Planning Ahead

- Provide faculty and staff with timely, factual information regarding return to work.
- Provide training to faculty and staff regarding health procedures to be implemented during the 2020-2021 school year.
- Identify and address staff shortages due to retirements, health issues before the opening of school in September.
- The district will be flexible in reassigning support staff as needed to minimize exposure of staff with compromised immune systems.
- The building principals will develop and share safety protocols for staff in areas such as: use of restrooms, social distancing in faculty rooms and other common areas.

3. ACADEMICS

Academics: Testing & Baseline Data

- Fall Diagnostic MAAP assessments for grades K-4th grade must be administered immediately upon returning to school.
- Fountas and Pinnell Reading assessments K-8 must be conducted immediately upon returning to school.
- Universal Screenings and Basic Skills assessments K-8 must be conducted immediately upon returning to school.

- SGO baseline and Benchmark Assessments must be completed immediately upon returning to school.
- At the middle school level, Honors testing must be completed immediately upon returning to school.
- All CST testings that were postponed and or were not completed during the summer must be tested immediately upon return to school.
- All testing must be completed with the required safety and social distancing guidelines.
- Teachers and or other staff personnel conducting one to one testing sessions must wear protective equipment.
- If testing is being conducted in a small group setting, the appropriate safety guidelines must be adhered to.

3.1. ACADEMICS: Lesson Plans

- Teachers must plan weekly for onsite instruction as well as remote instruction.
- Teachers will be required to submit two weeks of lesson plans each week.
- Lesson plans should reflect the use of Google Classroom K-8 daily, including days when students will be onsite.
- Teachers must plan weekly for onsite instruction as well as remote instruction.
- Teachers will be required to submit two weeks of lesson plans each week.
- Lesson plans should reflect the use of Google Classroom K-8 daily, including days when students will be onsite.
- In conjunction with Google Classroom, lesson plans should also include the use of a virtual tool such as Zoom or Screencastify. This will allow students who are absent to view and complete the day's lesson without falling behind.
- At the middle school level, teachers should indicate in their lesson plans office hours which will be utilized to hold one to one conferences or virtual meetings with students and the school counselor to discuss students' progress.
- Lesson plans should reflect modifications that will be provided for students during virtual instruction.

3.2 ACADEMICS: Support Programs

- The district will provide a blended learning model to provide varied means of delivering instruction.
- The district will provide its Afterschool Academic Intervention Program Virtually.

3.3. Distance Learning: Professional Development

- All teachers K-8 will receive initial and refresher training sessions in the utilization of Google Classroom, Zoom and pre-recorded platforms. Teachers will have a Virtual Google website for all in-district staff as an ongoing professional development resource.
- All teachers will be required to implement Google Classroom daily K-8.
- All teachers will receive training in utilizing additional platforms such as pre-recorded platforms to conduct Virtual lessons.
- All students PreK-8th grade will be provided with a Chromebook.
- PSD students will be issued I-pads and elementary MD/LLD students will receive I-pads as needed.
- The district will continue to provide jetpacks as needed however, parents are encouraged to apply to a low income internet service program as the jetpack service is not always reliable

- The district will provide a Google webinar training for Parents as a part of its Parent Academy for the 2020-2021 school year.

4. QUALITY CHILD CARE

Quality Child Care: YMCA

- The YMCA will be providing onsite childcare before and aftercare based on the number of days that students will be physically present in school.
- The YMCA will be providing full day onsite childcare at their facility for district staff at a reasonable cost, during all five instructional days for district staff in order to allow teachers to meet the academic needs of their children, while teaching district students.
- On remote learning days, the YMCA will provide childcare at their facilities for families who will need childcare.
- On remote learning days, those students who will be attending the YMCA for childcare will receive academic assistance to enable them to participate in virtual instruction.
- Families who qualify may apply for financial assistance to offset the cost of before and after care.
- Anticipated registration date to participate in the YMCA before and after care programs is tentatively August 3rd, 2020.
- All registration will be conducted online.
- YMCA Before & Aftercare Programs will be held at three locations on our district campuses.
 - Preschool Annex ~ Faust School Campus
 - McKenzie School Building
 - Faust School Building
- The YMCA Before & Aftercare provider will be part of our leadership, planning and curriculum meetings.
- The YMCA and the East Rutherford School District will collaborate to offer assistance to our most struggling learners who are enrolled in their before and aftercare programs. (At-Risk Students)
- The YMCA will provide social emotional activities to be completed at home. This will complement the district's Sanford Harmony Program, which is embedded within our instructional K-5th Grade framework.

Policy/Funding & Environmental Safety Management Corporation Evaluation Report

Policy #1648: Restart and Recovery Plan

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 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.

Policy #1648.2: Remote Learning Options for Families

On July 24, 2020, the New Jersey Governor and the Commissioner of Education published a supplemental guidance document titled “Clarifying Expectations Regarding Fulltime Remote Learning Options for Families 2020-2021” as a result of the COVID-19 pandemic. This supplemental guidance includes an additional “anticipated minimum standard,” as this phrase is used throughout “The Road Back: Restart and Recovery Plan for Education” (NJDOE Guidance). This additional “anticipated minimum standard” provides that, in addition to the methods and considerations explicitly referenced in the NJDOE Guidance for scheduling students for in-person, remote, or hybrid learning, families/guardians (hereinafter referred to as “parents”) may submit, and school districts shall accommodate, requests for full-time remote learning.

Requests for full-time remote learning may include any service or combination of services that would otherwise be delivered to students on an in-person schedule, which may be a hybrid schedule, such as instruction, behavioral and support services, special education, and related services. A parent may request some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the provisions in the school district’s Restart and Recovery Plan (Plan) and Policy 1648.

A parent may contact the Principal or designee of the building the student would attend with any questions on: a request to transition from in-person services to full-time remote learning; a request to transition from full-time remote learning to in-person services; the procedures of this Policy; and/or any other information regarding the school district’s Plan and Policy 1648.

To ensure clarity and consistency in implementation of full-time remote learning, the Board of Education adopts this Policy that addresses the following:

A. Unconditional Eligibility for Full-time Remote Learning

1. All students are eligible for full-time remote learning.
 - a. Eligibility for full-time remote learning cannot be conditioned on a parent demonstrating a risk of illness or other selective criteria.
 - b. Unconditional eligibility for full-time remote learning includes students with disabilities who attend in-district schools or receiving schools (county special services school districts, educational services commissions, jointure commissions, Katzenbach School for the Deaf, regional day schools, college operated programs, and approved private schools for students with disabilities).

B. Procedures for Submitting Full-time Remote Learning Requests

1. A parent may request a student receive full-time remote learning from the school district by submitting a written request to the Principal of the school building their child would attend. The written request shall be provided to the Principal at least _____ calendar days before the student is eligible to commence full-time remote learning in accordance with B.2. below.

2. The student may only begin full-time remote learning

[Choose one or more of the following:

X at the beginning of each Phase.

3. The written request for the student to receive full-time remote learning shall include:

- a. The student's name, school, and grade;
- b. The technology the student will be using to receive full-time remote learning, including the student's connectivity capabilities;
- c. A request for any service or combination of services that would otherwise be delivered to the student on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education, and related services;
- d. For students with disabilities, the school district staff will determine if an Individualized Education Plan (IEP) meeting or an amendment to a student's IEP is needed for full-time remote learning; and
- e. Any additional information the Principal or designee requests to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.

(1) The documentation required by the school district to be provided in the parent's request for full-time remote learning shall not exclude any students from the school district's full-time remote learning option, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of successful remote learning.

4. Upon receiving the written request, the Principal or designee may request additional information from the parent to assist the Principal or designee in providing the student the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.

5. The Principal or designee will review the written request and upon satisfaction of the procedures outlined in this Policy, the Principal or designee will provide written approval of the parent's request for full-time remote learning.

a. In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.

6. The Principal's written approval of the request shall be provided to the parent within 10 calendar days of receiving the parent's written request.

a. The written approval will include the date the remote learning program will commence for the student in accordance with B.2. above.

C. Scope and Expectations of Full-Time Remote Learning

1. The scope and expectations of the school district's full-time remote learning program will include, but not be limited to, the following:

a. The length of the school day pursuant to N.J.A.C. 6A:32-8.3 and compliance with the Board's Attendance Policy and Regulation 5200; the provisions of the district's remote learning program outlined in the school district's Plan; and any other Board policies and regulations that govern the delivery of services to, and district expectations of, students participating in the remote learning program and their families;

b. The technology and the connectivity options to be used and/or provided to the student during remote learning; and

c. Any additional information the Principal or designee determines is needed to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs (i.e. students participating in a hybrid model).

(1) This includes, for example, access to standards-based instruction of the same quality and rigor as afforded all other students of the district, the district making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible.

d. The school district will endeavor to provide supports and resources to assist parents, particularly those of younger students, with meeting the expectations of the school district's remote learning option.

D. Procedures to Transition from Full-Time Remote Learning to In-Person Services

1. A parent may request their student transition from full-time remote learning to in-person services, if in-person services are being provided, by submitting a written request to the Principal of the building the student will attend. This request must be submitted at least _____ calendar days before the student is eligible for in-person services.
2. A student is only eligible to transition from full-time remote learning to in-person services commencing

[Choose one or more of the following:

X at the beginning of each Phase.

3. The written request from the parent for the student to transition from full-time remote learning to in-person services shall include:
 - a. The student's name, school, and grade;
 - b. The in-person program may only commence for a student transitioning from full-time remote learning to in-person services in accordance with D.2. above; and
 - c. Any additional information the Principal or designee determines would be important on the student's transition from full-time remote learning to in-person services.

4. A student previously approved for remote learning wanting to transition into the school district's in-person program must spend at least

[Choose one or more of the following:

X One phase in remote learning before being eligible to transition into the school district's in-person program.

- a. This will allow parents to make the arrangements needed to effectively serve students' home learning needs and will support educators in ensuring continuity of instruction for the student.
5. The Principal or designee will review the request for compliance with this Policy, and upon satisfaction of the procedures in this Policy, will provide the parent of the student a written approval of the student entering the school district's in-person program.

- a. In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.

6. Upon approval of the student's transition from full-time remote learning to in-person services, the school district will provide specific student and academic services to better assist parents anticipate their student's learning needs and help educators maintain continuity of services.

7. School districts that offer Pre-K will consult their Pre-K curriculum providers regarding appropriate measures to assess a Pre-K student's learning progress during the transition from full-time remote learning to in-person learning.

E. Reporting

1. To evaluate full-time remote learning, and to continue providing meaningful guidance for school districts, it will be important for the New Jersey Department of Education (NJDOE) to understand the extent and nature of demand for full-time remote learning around the State.

- a. The school district will be expected to report to the NJDOE data regarding participation in full-time remote learning. Data will include the number of students participating in full-time remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners.

F. Procedures for Communicating District Policy with Families

1. The school district will have clear and frequent communication with parents, in their home language, to help ensure this important flexibility is as readily accessible as possible. Communication must include, at a minimum, information regarding:
 - a. Summaries of, and opportunities to review, the school district's full-time remote learning Policy/Plan;
 - b. Procedures for submitting full-time remote learning requests in accordance with B. above;
 - c. Scope and expectations of full-time remote learning in accordance with C. above;
 - d. The transition from full-time remote learning to in-person services and vice-versa in accordance with B. and D. above; and

- e. The school district’s procedures for ongoing communication with families and for addressing families’ questions or concerns.

G. Home or Out-of-School Instruction

1. No provision of this Policy supersedes the district’s requirements to provide home or out-of-school instruction for the reasons outlined in N.J.S.A. 18A, N.J.A.C. 6A, or any applicable Board policy unless determined otherwise by the Superintendent or designee.

[See the District’s Restart and Recovery Plan – Appendix Q for the protocols/procedures for “Remote Learning Options for Families” which is outlined in the school district’s Restart and Recovery Plan.]

New Jersey Department of Education Guidance Document:

“Clarifying Expectations Regarding Full Time Remote Learning
Options for Families 2020-2021”

1648.03 Restart and Recovery Plan ~ Full-Time Remote Instruction

On June 26, 2020, the New Jersey Department of Education published “The Road Back - Restart and Recovery Plan for Education” (NJDOE Guidance), a guidance document for reopening New Jersey schools during the COVID-19 pandemic. The Guidance, including revisions, provided school officials with the information necessary to ensure that schools reopen safely and are prepared to accommodate staff and students’ unique needs during these unprecedented times. The NJDOE Guidance required school districts to develop, in collaboration with community stakeholders, a “Restart and Recovery Plan” (Plan) to reopen schools that best fit the district’s local needs.

The NJDOE Guidance requires the Board of Education to adopt certain policies and the Board previously adopted Policies 1648 and 1648.02 to address these policy requirements. Board policies related to Covid-19 shall only be effective through the current COVID-19 pandemic and will take precedence over any existing Policy on the same or similar subject, unless determined otherwise by the Superintendent.

On August 13, 2020, the Governor of New Jersey signed Executive Order 175 indicating public school districts shall resume partial or full-time in-person instruction during the fall of school year 2020-2021. However, Executive Order 175 also indicates public school districts that are or become unable to satisfy the health and safety requirements for in-person instruction delineated in the NJDOE’s “Checklist for Re-Opening of School 2020-2021” and detailed in the “The Road Back - Restart and Recovery Plan for Education” Guidance, may provide full-time remote instruction to all students pursuant to N.J.S.A. 18A:7F-9.

Public school districts that determine they cannot provide in-person instruction must submit documentation to the Department of Education that identifies:

1. The school building(s) or grade level(s) within the district that will provide full-time remote instruction;
2. The specific health and safety standards delineated in the NJDOE's "Checklist for Re-Opening of School 2020-2021," and detailed in the "The Road Back - Restart and Recovery Plan for Education" Guidance, that the school is unable to satisfy;
3. The school's anticipated efforts to satisfy the identified health and safety standard(s); and
4. A date by which the school anticipates the resumption of in-person instruction.

Such documentation must be submitted to the Department of Education at minimum one week prior to the public school district's first day of school.

The NJDOE, by way of the Executive County Superintendent, shall request periodic updates from the Superintendent of Schools of a public school district offering only remote instruction to demonstrate the school district is actively engaged in good-faith efforts toward the resumption of in-person instruction.

All instruction, whether in-person instruction or remote instruction, for the 2020-2021 year, shall adhere to the following requirements, and any other requirements imposed by Order, statute, or regulation:

1. A school day, whether in-person or remote must consist of at least four (4) hours of active instruction to students by an appropriately certified teacher, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten, pursuant to N.J.A.C. 6A:32-8.3.
2. District and school 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 pursuant to N.J.S.A. 18A:7F-9.
3. All instructional time shall be provided in accordance with the New Jersey Student Learning Standards (NJSLS).

All public school districts participating in the National School Lunch and Breakfast Programs, regardless of whether they are required to participate or voluntarily opt-in to the programs, must offer the required meals to all children, regardless of eligibility, when the school day involves at least four hours of in-person or remote instruction.

For the 2020-2021 school year, the use of student growth data based on standardized assessment of student growth percentile shall be waived and shall not be used as a measure of educator effectiveness in the overall evaluation of any educator in accordance with N.J.S.A. 18A:6-123(b)(2) and (4).

Paragraph 8 of Executive Order No. 107 (2020), which prohibits in-person dining at certain establishments that are open to the public, shall not apply to school district cafeterias provided that social distancing can be maintained and access is limited to staff and students and not available to the general public. Such cafeterias must adhere to infection control practices outlined for dining in the applicable reopening documents issued by the Department of Education.

Executive Order 175 – August 13, 2020

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/CD_C-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-day-camps.html%20-%20page=46
	Childcare, Schools, and Youth Programs	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
	People Who Are at Increased Risk for Severe Illness	https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html

	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance
	When and How to Wash Your Hands	https://www.cdc.gov/handwashing/when-how-handwashing.html
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana
	What Bus Transit Operators Need to Know About COVID-19	https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf
	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/posters.html
Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/
	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/
	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/
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

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Leadership and Planning

Section	Title	Link
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/edevaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml

Athletics	Executive Order No. 149	http://d31hzlkh6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15-2020-final.pdf

Policy and Funding

Section	Title	Link
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm
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 during the COVID-19 Pandemic School Closures and Beyond	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf

Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	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/virtualprofessionallearning.shtml
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

REFERENCES

The Road Back: Restart and Recovery Plan for Education, New Jersey Department of Education

Maryland’s Recovery Plan For Education: Reopening Plan

Dr. Richard Lynch (CIH): Summary of Priorities ~ Environmental Safety Management Corporation

CDC Guidelines

Starting The 2020-21 School Year: Illinois Board of Education