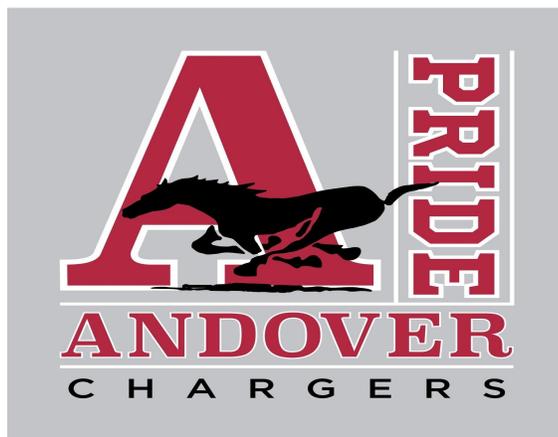


Andover Regional School District
Health Related Preparedness Plan
(NJ Restart & Recovery Plan)
2020-2021



Mr. Dennis Tobin
Interim Superintendent
Re-Submitted: August 25, 2020

Andover Regional School District

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Andover Regional Health Related Preparedness Plan 2020-2021

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Acknowledgements and Process

In accordance with guidance from the New Jersey Department of Education (NJDOE), school buildings are planning to open in some capacity for in-person instruction and operations in the Fall of 2020 following an immediate closure this past spring. 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 standards have been incorporated into this Health Related School Preparedness Plan for the Andover Regional Schools. The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by executive order of the Governor of New Jersey and are subject to change. In addition, we must be ready to adjust our educational approach should local health data or other circumstances require it.

In collaboration with our stakeholders, this Plan has been developed to reopen schools in a way that meets local needs. It is the product of the voices of our Andover school community including teachers, support staff, administrators, parents, and board of education members. All groups were surveyed and/or provided opportunities for comment and critique.

A District Reopening Committee gathered and analyzed that stakeholder input, reviewed the relevant research and key resources, and compiled a working draft. A focus group consisting of both teachers and parents was also formed in both schools to help.

Thanks go to all members of the committee and the focus groups for their commitment and work ethic to get this plan produced in a short period of time:

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Tara Cotter	Eric Danielson	Joe DeLuca
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Six key resource documents used in the development of this plan were:

1. [Centers for Disease Control and Prevention \(CDC\) COVID-19 site](#)
2. [CDC Considerations for Schools](#)
3. [NJSBA Searching for a New Normal in NJ's Public Schools](#)
4. [NJDOE The Road Back: Restart and Recovery Plan for Education](#)
5. Andover School Nurses Return to School Planning Document
6. Andover Family and Staff Surveys

But this is only a starting point. As our school committees, educators, and families digest the information herein, additional questions and issues may arise. The district is committed to working closely with our school community in the coming months to put supports in place to implement this Plan. We know our schools will continue to engage with all stakeholders to address unique needs, building on meaningful input, expertise, and experience to develop a safe and healthy path forward.

Pandemic Response Teams

Both schools will form a pandemic response team. The teams will adopt appropriate site-specific measures for reopening and operating their school buildings and communicate those measures to their staff, students, and parents.

At a minimum, the school committees will be responsible for:

- Overseeing each school's implementation of the district's reopening plan, particularly health and safety measures, and providing safety and crisis leadership;
- Adjusting or amending school health and safety protocols as needed;
- Providing staff with needed support and training;
- Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required;
- Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19;
- Providing necessary communications to the school community and to the district; and
- Creating pathways for community, family, and student voices to continuously inform the committee's decision-making.

Guiding Principles

1. The move to fully remote learning in March 2020 was unexpected, and yet we achieved considerable progress facilitated by years of focused action on core strategies such as student-centered learning, blended instruction, social-emotional learning, trust-respect-support, mental health, and educational equity.
2. There will be no opportunity to return to a pre-COVID normal until a vaccine is fully deployed. Whether it should be our goal to return to a pre-COVID normal is an open question.
3. We must plan for hybrid instruction as a preferred model for 2020-21 and fully remote instruction: (a) for students whose parents choose not to send them to school; and (b) if a viral reemergence occurs.
4. Fully remote instruction will be revised based on our three months of experience and will lead us to continue what worked well and adjust what did not work as well.

5. Hybrid instruction will be a customized program of in-person and remote teaching based on student needs and developmental appropriateness that accelerates our path toward more student-centered learning.
6. The district plan will allow for the option to move from the Hybrid model of instruction to 100% Remote Virtual model, on an as needed basis, according to the NJDOE, SCDOH, and/or School District directives.

Recommended Change to the District Calendar

The administration recommends the following changes to the district calendar that would delay the start of school for students to allow staff additional time for instructional preparation, professional development, and training on new health and safety protocols.

- Revise the first day of school for students to become Friday, September 4, 2020. Staff would have three consecutive in-service days (September 1-3) to begin the school year.
- Revise October 12, 2020 (Columbus Day) to become a day off for all students and staff.
- Push out the last day of school by a day, changing it to Wednesday, June 23, 2020.
- This recommendation would maintain the required 180 day school year as originally planned.
- This revised calendar will also allow both cohorts to have in-person learning days with teacher(s) prior to the first Wednesday (a virtual learning day for all staff and students.)

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Community Input

Surveys were conducted with Andover Regional families and staff. The results of those surveys have been infused into the elements of the plan that follows.

Health, Safety & Facilities

1. **General Health & Safety Principles** - The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of spread increases in school settings as follows:
 - 1.1. Low Risk: Students and teachers engage in remote classes, activities, and events.
 - 1.2. Moderate Risk: Small in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix, where feasible. Individuals remain at least 6 feet apart and do not share objects (e.g., hybrid remote and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).
 - 1.3. High Risk: Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.
Note: This school setting is NOT an option for us until the State declares that a vaccine has been developed, tested, approved, and widely administered.

2. **Promoting Healthy Behaviors**
 - 2.1. Attending School
 - 2.1.1. Staff and students should [stay home](#) when they are sick.
 - 2.1.2. [Staff and students must stay home](#) if they have tested positive for, or are showing, COVID-19 [symptoms](#). Staff and students who have had [close contact](#) with a person with COVID-19 within the past 14 days should also stay home and monitor their health.
 - 2.1.3. The State has issued an [incoming travel advisory](#) that all individuals entering New Jersey from states with a significant spread of COVID-19 should quarantine for fourteen (14) days after leaving that state.
 - 2.1.4. Encourage sick staff and students to stay at home without fear of reprisal.
 - 2.1.5. Eliminate perfect attendance awards and assessing schools based on absenteeism.

2.2. Immunizations and Individual Health Care Plans

- 2.2.1. All students must be up to date on their immunizations (excluding medical and religious exemptions). If parents are unsure of what vaccines your child needs, please reach out to the pediatrician or school nurse. If a child is not up to date on immunizations by the first day of school, **s/he must remain on remote learning until proper documentation is received by the school nurse.**
- 2.2.2. Any student who currently has or will need an Asthma Action Plan, Epipen Action Plan, Diabetes Care Plan or Seizure Action Plan must have their updated plans to the school nurse by the first day of school. These plans must be updated yearly. If we have not received updated documents by the first day of school, **the child must remain on remote learning until proper documentation is received by the school nurse.**
- 2.2.3. In order to comply with CDC recommendations, **we will no longer be able to administer nebulizer treatments in school.** If parents have an order for a nebulizer, consult with your doctor to see if an inhaler would be appropriate for the school setting.
- 2.2.4. Our school medication policy requires all medications, including over the counter medication, to have a new physician's order with the parent's signature each school year. The medication also must be in a new original container and/or prescription bottle with the child's name on it. Medications must be dropped off by a parent.
- 2.2.5. Parents should make sure their contact information in Genesis is updated with valid phone numbers, emergency contacts, and doctor's name and number. If a child becomes sick during the school day, **s/he must be picked up promptly in order to reduce exposure to illness for staff and other students.**
- 2.2.6. If a child has a temperature of 100. degrees F or greater, s/he must remain out of school for a minimum of 72 hours (3 days), but will be able to participate in remote instruction.
- 2.2.7. All forms can be found on our district's web-page under [Health & Wellness](#).

2.3. Hand Hygiene and Respiratory Etiquette

- 2.3.1. Teach and reinforce [handwashing](#) with soap and water for at least 20 seconds and model frequent practice among students and staff.
- 2.3.2. Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately.

- 2.3.3. If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol should be used.
 - 2.3.4. Build in the practice of handwashing during transition times, when feasible.
 - 2.3.5. Provide adequate supplies for healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol, paper towels, tissues, disinfectant wipes, no-touch trash cans, and face coverings.
 - 2.3.6. Students who do not follow hand hygiene protocols will be addressed by teacher, school counselor, and/or school Principal.
 - 2.3.7. Staff training will be provided for spot cleaning and emergency situations by school nurses.
- 2.4. Social Distancing (to the maximum extent practicable)
- 2.4.1. [Social or physical distancing](#) means staying at least 6 feet (about 2 arms' lengths) from other people.
 - 2.4.2. Seating/desks in classrooms will be spaced at least 6 feet apart. Desks are to be turned to face the same direction rather than facing each other (students at tables are to sit on only one side).
 - 2.4.3. When this physical distance is difficult or impossible in a classroom (e.g., when students or staff are moving about the room), face coverings must be worn.
 - 2.4.4. Avoid close group learning activities when possible (e.g., reading circles).
 - 2.4.5. Consider keeping classes together to include the same group of students each day as cohorts. Limit mixing between groups/cohorts, if possible.
 - 2.4.6. Larger rooms (i.e., auditorium, cafeteria, gymnasium, library) may be used as remote learning spaces with social distancing or physical barriers in place between students.
 - 2.4.7. Students who do not follow social distancing guidelines will be addressed by teacher, school counselor and/or school principal.
 - 2.4.8. Encourage use of outdoor spaces for classes, when seasonally appropriate.
- 2.5. Face Coverings
- 2.5.1. Staff, students, and visitors are required to wear face coverings indoors, and in outdoor public spaces when social distancing is not possible, unless doing so would inhibit the individual's health or the individual is under two years of age. Snack/Mask breaks will be provided daily.

- 2.5.2. Face coverings are the responsibility of the wearer and must:
 - 2.5.2.1. Fully cover the nose and mouth and be secured under the chin;
 - 2.5.2.2. Fit snugly but comfortably against the side of the face; and
 - 2.5.2.3. Be secured with ties or ear loops.
- 2.5.3. Parents are strongly encouraged to check the face coverings their students are wearing before they attend school and assure they meet the standards above.
- 2.5.4. If students or staff forget their face coverings on a given day, a disposable one may be provided by the school, supplies permitting. Continued failure to bring face coverings to school will be addressed by the administration.
- 2.5.5. Enforcing the use of face coverings at all times may be impractical for students with identified health conditions (Doctor's note) or individuals with disabilities. Occasional breaks may be needed in classrooms for students and staff, but only when all are seated at least 6 feet apart. Staff are encouraged to use their best judgment.
- 2.5.6. Individuals should be reminded not to touch the face covering and to wash their hands frequently. Provide information to staff, students, and families on [proper use, removal, and washing of cloth face coverings](#).
- 2.5.7. Face coverings should not be placed on: children younger than two (2) years old; anyone who has trouble breathing or is unconscious; or anyone who is incapacitated or otherwise unable to remove the face covering without assistance.
- 2.5.8. Students who do not follow face covering guidelines will be addressed by teacher, school counselor, and/or school principal.

2.6. Signs and Messages

- 2.6.1. Post [signs](#) in highly visible locations (e.g., school entrances, restrooms, offices) that [promote everyday protective measures](#), and describe how to [stop the spread](#) of germs (e.g., properly washing hands and properly wearing a cloth face covering).
- 2.6.2. Broadcast regular [announcements](#) on reducing the spread of COVID-19 on public address systems.
- 2.6.3. Include messages about behaviors that prevent the spread of COVID-19 when communicating with staff and families (e.g., websites, emails, social media).

3. **Maintaining Healthy Operations**

- 3.1. The school nurse will be the point person for responding to COVID-19 concerns. A separate job description has been created for health trained assistants (HTAs) assisting school nurses with health-related tasks.
- 3.2. Protections for staff and children at [higher risk for severe illness](#) from COVID-19.
 - 3.2.1. Among adults, the risk for severe illness from COVID-19 increases with age, with [older adults](#) at highest risk. For example, people in their 50s are at higher risk for severe illness than people in their 40s. Similarly, people in their 60s or 70s are, in general, at higher risk for severe illness than people in their 50s.
 - 3.2.2. People of any age with the following conditions are at increased risk of severe illness from COVID-19:
 - [Chronic kidney disease](#)
 - [COPD \(chronic obstructive pulmonary disease\)](#)
 - [Immunocompromised state \(weakened immune system\) from solid organ transplant](#)
 - [Obesity \(body mass index \[BMI\] of 30 or higher\)](#)
 - [Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies](#)
 - [Sickle cell disease](#)
 - [Type 2 diabetes mellitus](#)
 - 3.2.3. Reasonable accommodations will be made for students at increased risk of severe illness that limit their exposure risk (e.g., fully remote learning).
 - 3.2.4. Reasonable accommodations ,according to statute and code, will be made for staff at increased risk for severe illness that limit their exposure risk (e.g., telework, modified job responsibilities, requested leave of absence).
 - 3.2.5. Reasonable accommodations will also be made for:
 - 3.2.5.1. Medically fragile students with Individualized Education Programs (IEPs);
 - 3.2.5.2. Students with complex disabilities with IEPs; or
 - 3.2.5.3. Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).
 - 3.2.6. Currently there are limited data and information about the impact of underlying medical conditions and whether they increase the risk for severe illness from COVID-19. Based on what CDC knows at this time, people with the following conditions might be at an increased risk for severe illness from COVID-19:

- [Asthma \(moderate-to-severe\)](#)
- [Cerebrovascular disease \(affects blood vessels and blood supply to the brain\)](#)
- [Cystic fibrosis](#)
- [Hypertension or high blood pressure](#)
- [Immunocompromised state \(weakened immune system\) from blood or bone marrow transplant, immune deficiencies, HIV, use of corticosteroids, or use of other immune weakening medicines](#)
- [Neurologic conditions, such as dementia](#)
- [Liver disease](#)
- [Pregnancy](#)
- [Pulmonary fibrosis \(having damaged or scarred lung tissues\)](#)
- [Smoking](#)
- [Thalassemia \(a type of blood disorder\)](#)
- [Type 1 diabetes mellitus](#)

3.3. Daily Health Screenings

- 3.3.1. Parents are strongly encouraged to take your child's temperature prior to sending her/him to school. If the child's temperature is 100. Fahrenheit or greater (or any other COVID-19 symptoms), your child cannot attend school in person that day. Remote instruction may be provided, if the student is able to participate.
- 3.3.2. Daily health screenings will be conducted through temperature reading and symptom checking of staff and students.
- 3.3.3. Multiple building entrances will be opened and staffed to limit social gathering before school begins. Building entrances must be limited to the number that can be screened by a team of school employees, who will receive specific training on this role.
- 3.3.4. All entrants are to stand at least 6 feet away from one another with face coverings required.
- 3.3.5. A health trained assistant/employee will take a temperature reading of each entrant to the building with a non-contact infrared thermometer and ask to confirm that the entrant feels well. If the indication is the person does not feel well, and/or the individual has a temperature higher than 100.4, the individual will be asked to proceed directly to the isolation/waiting room. The Nurse will consult with the Health Trained Assistant to determine the next course of action.
- 3.3.6. Once students report to their first class of the day, teachers are to conduct a visual inspection of the group for signs of illness which could include flushed

cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, cough, or extreme fussiness. If this indicates a student is not well, the nurse's office or the main office is to be contacted for direction as to where to take the student for medical consultation.

3.4. Leaves of Absence

- 3.4.1. Consider flexible sick leave practices that enable staff to stay home when they are sick, have been exposed, or care for someone who is sick according to statute and code.
- 3.4.2. Flexible leave practices should also account for employees who need to stay home with their children if there are school or childcare closures according to statute and code.

3.5. Gatherings, Field Trips, and Extracurricular Activities

- 3.5.1. Adhere to all applicable social distancing requirements and hygiene protocols during any gatherings, field trips, and extracurricular activities.
- 3.5.2. Be aware of local or state regulatory agency regulations related to group gatherings to determine if events can be held.
- 3.5.3. Pursue virtual group events, gatherings, or meetings in lieu of field trips, extracurricular meetings, student assemblies, special performances, school-wide parent meetings, etc., as possible. Limit group size to the extent possible.
- 3.5.4. Limit nonessential visitors, volunteers, and activities involving external groups or organizations, as possible. All visitors will be required to complete a health screening form to be reviewed by the school nurse. These will be placed on each school's web page and be made available in hard copy in each school's main office.
- 3.5.5. Pursue options to convene athletic events and participation in sports-related activities in ways that minimize the risk of transmission of COVID-19 to players, families, coaches, and communities.
- 3.5.6. Require any external community organizations that use school/district facilities to follow district health and safety protocols.

3.6. Staff Training on Health and Safety Protocols

- 3.6.1. Train staff on all health and safety protocols remotely or ensure that social distancing is maintained during training.

- 3.6.2. School nurses will provide specific instruction to HTA's for conducting daily health screenings and assisting with health-related tasks.
- 3.7. Support Coping and Resilience
 - 3.7.1. Encourage staff and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media if they are feeling overwhelmed or distressed.
 - 3.7.2. Promote eating healthy, exercising, getting sleep, and finding time to unwind to staff and students.
 - 3.7.3. Encourage staff and students to talk with people they trust about their concerns and how they are feeling.
 - 3.7.4. If you, or someone you care about, is feeling overwhelmed with emotions like sadness, depression, or anxiety, or if you are concerned about harming yourself or others, call 911 or the SAMHSA Disaster Distress Helpline at 1-800-985-5990 or text TalkWithUs to 66746 (TTY 1-800- 846-8517).
 - 3.7.5. If you, or someone you care about, is experiencing domestic violence or is affected by abuse and needs support, call 911 or the National Domestic Violence Hotline at 1-800-799-7233 (TTY 1-800-787-3224).
- 3.8. Minimize Stigma and Misinformation
 - 3.8.1. Fight stigma by supporting people who are coming back to school or work after completing quarantine or isolation period for COVID-19 exposure or illness.
 - 3.8.2. Someone who has completed quarantine or met the requirements to discontinue infection control measures does not pose a risk of spreading COVID-19.
 - 3.8.3. Inform the school community that people of a certain race or descent are not more likely to spread COVID-19 than anyone else. Viruses do not target people from specific populations, ethnicities, or racial backgrounds.
 - 3.8.4. People who have not been in contact with a person who is a confirmed or suspected case are not at greater risk of acquiring and spreading this new virus than others.
 - 3.8.5. People who returned more than 14 days ago from an area with widespread or ongoing community spread and do not have symptoms of coronavirus do not put others at risk.

- 3.8.6. Share with others the need for social support for people who have experienced stigma, who have returned from an area with ongoing spread, or who are worried about friends or relatives in the affected areas.

4. **Maintaining Healthy Environments**

4.1. Cleaning and Applying Disinfectant

- 4.1.1. [Clean and apply disinfectant](#) to frequently touched surfaces and objects (e.g., playground equipment, door handles, sink handles, drinking fountains) routinely at the school and on buses at least daily and between use as much as possible.
- 4.1.2. Develop a schedule with procedures for increased routine cleaning and disinfectant application. These procedures will include two stages: cleaning, which removes dirt and germs from surfaces, and applying disinfectant, which is intended to kill germs on surfaces that remain after cleaning.
- 4.1.3. Develop and post cleaning and disinfectant application checklists in each room and with spaces to enter date, time, and employee who performed the cleaning and disinfectant application.
- 4.1.4. Ensure adequate supplies to support cleaning and disinfectant application procedures.
- 4.1.5. Ensure safe and correct use and storage of [cleaning and disinfection products](#), including storing products securely away from children. Use products that meet [EPA disinfection criteria](#)
- 4.1.6. Cleaning and disinfection products should not be used near students. Staff should ensure that there is adequate ventilation when using these products to prevent students or themselves from inhaling toxic fumes.
- 4.1.7. Custodial staff will be provided training on appropriate cleaning and disinfectant procedures by the district Supervisor of Buildings and Grounds.

4.2. Shared Objects

- 4.2.1. Avoid sharing electronic devices, books, and other learning supplies.
- 4.2.2. Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) should be limited when possible, and cleaned between use.

- 4.2.3. Keep each student's belongings separated from others' and in individually identified containers, cubbies, lockers, or areas.
- 4.2.4. Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own supplies and equipment)
- 4.3. Hand Sanitizing Stations
 - 4.3.1. Locate and maintain hand sanitizing stations with alcohol-based hand sanitizers at least 60% alcohol in each classroom, at entrances and exits of buildings, and near cafeterias and restrooms.
 - 4.3.2. Students ages 5 and younger should be supervised when using hand sanitizer.
- 4.4. Ventilation
 - 4.4.1. Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible. Annual HVAC system service/assessment will be conducted by a certified outside vendor.
 - 4.4.2. Opening windows and doors may enhance ventilation, weather permitting.
 - 4.4.3. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children or staff using the facility.
- 4.5. Water Systems
 - 4.5.1. To minimize the risk of [Legionnaire's disease](#) and other diseases associated with water, [take steps](#) to ensure that all water systems and features (e.g., sink faucets, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown.
 - 4.5.2. Drinking fountains will be shut off, except for no-touch bottle filling stations. Staff and students are encouraged to bring their own water.
- 4.6. Physical Barriers and Guides
 - 4.6.1. Where applicable, provide physical barriers, such as plastic guards and partitions, in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., desks for reception, administrative assistants, nurses, CST, and guidance; etc).

4.6.2. Install physical guides, such as tape on hallways or sidewalks and signs on walls, to help ensure that staff and students remain at least 6 feet apart in lines and at other times.

4.6.3. Install one-way signage in stairwells and hallways, where appropriate.

4.7. Communal Spaces

4.7.1. Stagger use of communal shared spaces such as cafeterias and playgrounds; clean and apply disinfectant between uses.

4.7.2. Limit access to lockers, when feasible, to keep traffic in the hallways within social distancing protocols.

4.7.3. Avoid crowds in restrooms by limiting the number of students who can enter at a time. Prop doors open to avoid touching handles, where feasible.

4.8. Recess and Physical Education

4.8.1. Stagger recess, when feasible. If two or more groups are participating in recess at the same time, they should have at least 6 feet of open space between them.

4.8.2. Designate specific areas for each class during recess to avoid cohort mixing.

4.8.3. Stagger the use of playground equipment and establish frequent disinfectant application protocols.

4.8.4. Designate zones, use stations, mark off areas with floor markers, floor tape, flags, etc., for outdoor spaces to ensure separation among students.

4.8.5. Encourage hand washing or sanitizing immediately after outdoor activities.

4.8.6. Stagger use of locker rooms to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces. Clean and apply disinfectant between use.

4.8.7. In lieu of using locker rooms, students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.

4.8.8. Mitigate risk by limiting direct contact with or sharing of equipment (e.g., design lessons with no equipment). If equipment must be shared, clean and apply disinfectant between each use.

4.9. Food Service

- 4.9.1. Encourage proper hand washing/sanitizing before and after eating meals/snacks.
- 4.9.2. Consider having snacks in classrooms or outside (weather permitting) instead of the cafeteria, while ensuring the safety of children with food allergies.
- 4.9.3. Use disposable food service items (e.g., utensils, containers), where feasible. If disposable items are not feasible, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should wash their hands after removing their gloves or after directly handling used food service items.
- 4.9.4. If food is permitted and offered at any event, have pre-packaged containers for each attendee.
- 4.9.5. Any families that have students with allergies, please contact the school nurse for more information and to begin the safe meal process.
- 4.9.6. Serve meals in individually pre-packaged containers provided by Maschio's Food Services in "Grag-and-go" form. Students will purchase and receive lunches before boarding the bus or being picked up from school grounds.
 - 4.9.6.1. An order form will be sent home on Friday for the following week that will be handed in on Monday with the student's lunch choices for the week.
 - 4.9.6.2. Meals for days when virtual learning takes place at home will be available for pick up at the Long Pond School.
 - 4.9.6.3. The monthly menu will be available [here](#).
- 4.9.7. Free & Reduced Lunches
 - 4.9.7.1. Families who qualify for Free/Reduced meals will receive meals at no cost.
 - 4.9.7.2. Free/Reduced applications are available at the main office and/or nurses office at each school and on the school's website.
 - 4.9.7.3. Free/Reduced meals for days when virtual learning takes place at home will be available for pick up at the Long Pond School.
 - 4.9.7.4. An order form will be sent home on Friday for the following week that will be handed in on Monday with the student's lunch choices for the week.
- 4.9.8. More information is available [here](#), on the District's website.

4.10. Transportation

- 4.10.1. Create physical distance between students on school buses by seating one student per seat with the exception of siblings who will be seated together. If space exists, skip rows between students.
- 4.10.2. Face coverings are required for all passengers. Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need.
- 4.10.3. Encourage students to sit away from the aisle to increase physical distance. Assigned seating may assist in ensuring that such practices are followed consistently.
- 4.10.4. Bus drivers should limit close contact with others by maintaining a distance of at least 6 feet, when possible; avoid touching surfaces often touched by passengers.
- 4.10.5. Transportation vendors will be required to provide the district with their health and safety protocols for review.

5. **Caring for Symptomatic Students and Staff Members**

- 5.1. Staff members and students should not come to school if they are sick.
- 5.2. Staff members and students should notify the school nurse if they become sick with COVID-19 [symptoms](#), test positive for COVID-19, or have been [exposed](#) to someone with COVID-19 symptoms or a confirmed or suspected case.
- 5.3. Students and staff who exhibit symptoms related to COVID-19 while in school must be safely and respectfully isolated from others in an identified isolation room separate from the nurse's office. Students are to remain with continued supervision and care (e.g., continuous monitoring of symptoms) until picked up by an authorized adult.
- 5.4. School nurses and other healthcare providers should use [CDC standard and transmission-based precautions](#) when caring for sick people.
- 5.5. Individuals who exhibit symptoms related to COVID-19 should be sent home or to a healthcare facility depending on how severe their symptoms are, and follow [CDC guidance for caring for oneself and others](#) who are sick. If an ambulance is being called or someone is being brought to the hospital, try to call first to alert them that the person may have COVID-19.

- 5.6. Results must be documented when signs/symptoms of COVID-19 are observed. Follow [current communicable disease service guidance](#) for illness reporting.
- 5.7. If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials to discuss notification of staff and families of a confirmed case while maintaining confidentiality.
- 5.8. Sick staff members or students should not return until they have met [CDC's criteria to discontinue home isolation](#).
- 5.9. If someone tests positive for COVID-19, the written protocols detailing the district's response for symptomatic students and staff including contact tracing must be followed.
 - 5.9.1. Upon notification that a resident has tested positive for COVID-19, the local health department will call the school district to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least ten minutes.
 - 5.9.2. The district shall assist the local health department in conducting contact tracing activities, including ongoing communication with the identified individual and/or their contacts.
 - 5.9.3. Contact tracing procedures including records of groups/cohorts, assigned staff, and daily attendance will be developed in collaboration between school nurses and the county health department.
 - 5.9.4. The school district shall ensure adequate information and training is provided to the staff as necessary to enable staff to carry out responsibilities assigned to them.
 - 5.9.5. School administrators, school safety specialists, counselors, and any other staff deemed appropriate by the district, will be provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease.
 - 5.9.6. Readmittance procedures will be consistent with [Department of Health information for schools](#) and [communicable disease service guidance](#).
 - 5.9.7. [Hunderton, Sussex, and Warren Regional COVID-19 School Community Containment Guidelines](#) will be followed in collaboration with SCDOH.
- 5.10. Cleaning and Applying Disinfectant Following Isolation
 - 5.10.1. Close off areas used by a sick person and do not use these areas until after [cleaning and applying disinfectant](#).

- 5.10.2. Wait at least 24 hours before cleaning and applying disinfectant. If 24 hours is not feasible, wait as long as possible. Ensure [safe and correct use](#) and storage of cleaning and disinfection products including storing products securely away from children.

6. Addressing Social, Emotional, and Mental Health

- 6.1. The summer months provide time and space for staff, students, and families to process the past several months freed from the pressure of the regular educational program.
 - 6.1.1. The summer program was offered as a virtual experience focused on student choice of creative offerings by the faculty. Social-emotional learning was built into these activities.
 - 6.1.2. Families and staff were surveyed in early July about their experiences with remote instruction and their thoughts about returning to school. Staff and students will also be sent a mental health survey in mid-August by the Mental Health team to assess needs. The results of this survey will help the Mental Health team to develop a plan prior to the start of school to address student and staff needs.
 - 6.1.3. The district maintains a Health and Wellness website which includes: overviews of services to support staff, students, and families even while they are away from school.
- 6.2. In order to care for another, one must practice self-care first. We want our staff members to be mentally and emotionally healthy and ready to help their students.
 - 6.2.1. The schools will provide opportunities in a safe space to allow staff to discuss concerns and suggestions regarding school reopening.
 - 6.2.2. Professional development opportunities are being provided to staff.
 - 6.2.2.1. Topics will be based on staff interest in areas such as personal mental health/self care, student mental health/SEL, family engagement, hybrid and remote instructional strategies, student centered learning, virtual meeting platforms, individual/group texting tools, and productivity tools.
 - 6.2.2.2. Consider another in-service training on trauma-informed care with school strategies geared to COVID-19 (e.g., building a mental health friendly classroom, appropriately supporting students, managing classroom behaviors)

- 6.2.2.3. Provide staff members with contact information for specific mental health resources that they can access for themselves and their families confidentially.
- 6.3. Student social, emotional, and mental health will be a priority, especially during the transition to hybrid instruction. Students need to feel connected and secure before academics can take center stage.
 - 6.3.1. Schools will assess the social, emotional, and mental health of students at the beginning of the school year and at periodic intervals thereafter.
 - 6.3.2. Student needs, once identified, will be shared with the appropriate support personnel (ie. Response to Intervention (RTI), Mental Health Team, School Counselors, 504 Committee, Child Study Team (CST)) to develop individualized plans for school-based intervention and family support.
 - 6.3.3. Social-emotional learning will be infused into academic lessons and/or provided as stand-alone learning activities. Social-emotional learning is also introduced, reinforced and enhanced by presentations, in-class lessons, and counseling offered by Mental Health Team members.
 - 6.3.4. Provide guidance counselors, social worker, and school psychologist as key resources for social, emotional, and mental health assistance.
 - 6.3.5. Consider support groups for students run by school staff (e.g., changes in their lives since COVID-19).
 - 6.3.6. Crisis response teams will review and revise school safety and security plans to reflect COVID-19 policies, procedures, and practices.
 - 6.3.7. Family and staff surveys included questions on training needs.
 - 6.3.8. School climate surveys are a regular part of our data gathering and will provide ongoing data for reflection by school safety teams.
 - 6.3.9. Provide families with contact information for specific mental health resources that they can access for their children and other family members confidentially.

Instruction & Technology

7. Hybrid Instruction and Assessment

7.1. General Principles

- 7.1.1. Our working definition of hybrid instruction: a customized program of in-person and remote teaching based on student needs and developmental appropriateness that accelerates our path toward more student-centered learning.
 - 7.1.1.1. The specific aspects of what hybrid instruction will look like in any school will be based on the health requirements at a given time.
 - 7.1.1.2. Hybrid instruction will look different at each school based on differences in age and development as well as for at-risk populations (e.g., students with disabilities, English language learners).
 - 7.1.1.3. The remote aspect of instruction will occur by parent choice either as hybrid or 100% remote.
 - 7.1.1.4. The remote aspect of hybrid instruction and 100% virtual instruction may be live (i.e., occurring in real time via Zoom) or prerecorded (i.e., accessed at the time of the learner's choosing). The ratio of live and prerecorded instruction will also vary between the two versions of remote instruction.
- 7.1.2. Use scaffolding to meet the unique needs of all students and accelerate learning without reducing rigor or sacrificing grade-level material.
- 7.1.3. Design for intentional student engagement and foster student ownership of learning: encouraging student voice and choice promotes engagement and independence.
- 7.1.4. Provide opportunities for innovation: new approaches to customized learning and new types of partnerships with families, caregivers, and community stakeholders.
- 7.1.5. Build capacity of, and provide support to, family members to enable them to become learning partners.
- 7.1.6. Young learners require more structure and an established pace in their learning activities as well as much more supervision and guidance from an adult.
- 7.1.7. Developmentally appropriate practices show that young learners are more successful with hands-on, interactive learning rather than worksheets or computer-based activities. Limit online activities and screen time as part of remote instruction.
- 7.1.8. As learners become more independent, teachers may gradually phase in more pre-recorded learning activities.

7.1.9. Older students may engage in both live and pre-recorded work that allows for high degrees of flexibility and choice.

7.2. Grade Level Approaches

7.2.1. The outlines that follow are intended to provide broad structural options for hybrid instruction available based on parent choice, except as noted.

7.2.1.1. Further details on individual school programs for hybrid instruction will be provided by the schools.

7.2.1.2. Revised resource allocations of time, space, or people that could affect operations outside the school will need district approval.

7.2.2. Grades Pre-K, K, 1

7.2.2.1. Because young learners require more structure and an established pace in their learning activities as well as much more supervision and guidance from an adult, the students in these grades will report to school four days a week for in person instruction.

7.2.2.2. **100% Remote:** This option is outlined in Section 8.

7.2.2.3. The school will provide materials, manipulatives and items for at-home activities, where feasible.

7.2.3. Grades 2-8

7.2.3.1. Students will be assigned a cohort (red or white). Each cohort will report to school two days a week for in person learning. The other three days will consist of at home learning.

7.2.3.2. **100% Remote:** This option is outlined in Section 8.

7.2.4. Special Populations

7.2.4.1. Special populations may require more structure and an established pace in their learning activities as well as much more supervision and guidance from an adult. For those families choosing in person learning, certain populations will attend school four days a week versus the two day a week cohorts.

7.2.4.2. Review student data to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.

- 7.2.4.3. Consider the impact of missed services on student progress toward meeting goals and objectives, and determine if additional services are needed to address regression and recoupment of skills within a reasonable length of time.
- 7.2.4.4. Develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for services.
- 7.2.4.5. Assess levels of student engagement and access for both in-person and remote learning environments.
- 7.2.4.6. Maintain routines and provide clear expectations to assist special populations of students to be successful learners.
- 7.2.4.7. Communicate frequently with the families of medically fragile students to determine if additional precautions or unique measures are necessary prior to a student's return to school.
- 7.2.4.8. Provide students in special populations with appropriate training to take full advantage of remote learning.

7.3. Teacher Expectations

- 7.3.1. Reinforce social distancing protocol with students and support staff.
- 7.3.2. Limit group interactions to maintain safety.
- 7.3.3. Support school building safety logistics (e.g., entering, exiting, restrooms).
- 7.3.4. Become familiar with district online protocols and platforms.
- 7.3.5. Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both hybrid and remote learning environments.
- 7.3.6. Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- 7.3.7. Provide regular feedback to students and families on expectations and student progress.
- 7.3.8. Set clear expectations for remote and hybrid students.
- 7.3.9. Assess student progress early and often and adjust instruction and/or methodology accordingly.

- 7.3.10. Develop opportunities for real-time interactions with students.
- 7.3.11. Instruct and maintain good practice in digital citizenship for all students and staff.
- 7.3.12. Communicate regularly with both students and parents.

7.4. Paraprofessionals

7.4.1. Paraprofessionals who usually serve in physical classrooms supporting students and teachers may also provide support in the remote environment, especially for students with special learning needs, English language learners, and those that need additional support at home.

7.4.2. With direction from teachers and administrators, paraprofessionals are able to:

- 7.4.2.1. Lead small group instruction to ensure social distancing;
- 7.4.2.2. Pre-record read-alouds and videos around certain learning activities or caption pre-recorded instructional videos from general education teachers;
- 7.4.2.3. Provide real-time support during remote sessions;
- 7.4.2.4. Research websites, videos, and links for accessible activities that teachers can incorporate into lessons;
- 7.4.2.5. Communicate with families and students to support them in accessing and participating in remote learning;
- 7.4.2.6. Lead small group instruction in a remote environment; and/or
- 7.4.2.7. Facilitate the remote component of synchronous online interactions.

7.5. Administrator Expectations

- 7.5.1. Work with staff to ensure that teaching and learning, and all student services, are effectively and efficiently developed, planned, and delivered.
- 7.5.2. Provide time for staff collaboration and planning.
- 7.5.3. Prioritize vulnerable student groups for in-person instruction.
- 7.5.4. Identify teacher leaders who may provide support to staff to continuously improve instruction in a remote environment.
- 7.5.5. Home collaboration, cooperation, and relationship building skills using alternative methods to remain connected to remote instruction.

- 7.5.6. Define and provide examples of high-quality instruction given context and resources available.
 - 7.5.7. Assess teacher, student, and parent needs regularly.
 - 7.5.8. Ensure students and parents receive necessary supports to ensure access to instruction.
 - 7.5.9. Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and for Leaders.
 - 7.5.10. Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
 - 7.5.11. Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
 - 7.5.12. Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
 - 7.5.13. Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
 - 7.5.14. Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
 - 7.5.15. Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
 - 7.5.16. Support families in connecting with teachers and other services they need to be successful in navigating the remote environment.
- 7.6. Substitutes
- 7.6.1 Training and adherence to all protocols as outlined in the district plan.

8. **Fully Remote Instruction and Assessment**

- 8.1. Fully remote instruction will be available for students whose parents choose that option. Must inform the district by August 3, 2020 for proper planning. District letter/form sent out July 29, 2020.
 - 8.1.1. A schedule will be provided to students to structure live and/or pre-recorded instruction and/or physical learning activities as designed by the teacher.
 - 8.1.2. Schools will decide whether fully remote instruction is to be done as part of regular class sections or in separate sections.
 - 8.1.3. Instructional and support staff will be assigned to work remotely to interact with students and to update guided learning experiences daily.
- 8.2. Students will be engaged in guided learning experiences, meetings, and assessments using available online resources provided by their teachers using Google Classroom, Zoom, and/or other approved digital applications.
 - 8.2.1. Each student will be provided guided learning experiences per week as designed by the school's teaching staff.
 - 8.2.2. Students are expected to devote additional time and engage with these activities on every school day.
 - 8.2.3. Hard copy materials will be made available as needed for those whose learning needs require such accommodation.
- 8.3. Grading will be done by a procedure designed by the teacher and communicated in advance of the instruction. Lack of student participation will be addressed by staff phone calls and/or emails to parents to address the issues and be considered as part of the course grade.
- 8.4. Further details on individual school programs for fully remote instruction will be provided by the schools. Revised resource allocations of time, space, or people that could affect operations outside the school will need district approval.
- 8.5. Students will be permitted to shift back to Hybrid/Traditional models at the end of each trimester. Parent/Guardian must inform the district 30 days prior to the start of trimester for planning purposes.

9. **Attendance in Hybrid and Remote Environments**

- 9.1. Attendance is to be taken daily.
- 9.2. The standard for attendance in the remote part of hybrid instruction or in fully remote instruction can be characterized as “meaningful student engagement and interaction,” a

flexible standard determined by the teacher. The following are examples of student engagement/interaction that can be used to account for attendance (note: these are not the only examples):

9.2.1. Middle School

9.2.1.1. Student submission of an assignment;

9.2.1.2. Student completion of an online assessment;

9.2.1.3. Student participation in an online forum, chat log, or discussion thread;

9.2.1.4. Student-initiated phone call, email, and/or other digital communication or responses to teacher email; and

9.2.1.5. Other evidence of participation as determined by the principal

9.2.2. Preschool and Elementary School (includes previous secondary examples)

9.2.2.1. Phone, email, and/or other digital communication with a family member which confirms student interaction/engagement;

9.2.2.2. Phone, email, and/or other digital communication with a family member with their student (example: a parent and child participate in a brief virtual meeting with the child's teacher);

9.2.2.3. Digital sharing of completed assignments/assessments by families;

9.2.2.4. Supporting families in creating a daily routine/schedule or other direct family contact in support of a child; and

9.2.2.5. Other evidence of participation as determined by the principal.

9.3. Consider creative, flexible solutions in attendance monitoring. Based on parent work schedules, some students may be engaging in learning in the evening. While synchronous morning meetings may be effective for some populations, provide opportunities for students to show attendance asynchronously.

9.4. Attendance calls will be received by our usual procedure in the event that a student is ill and unable to participate on any given day.

10. **Academic Interventions in Hybrid and Remote Environments**

10.1. Universal Screening

- 10.1.1. There are two important considerations with respect to utilizing screening data to drive instructional decisions as schools reopen: the logistics of administering screening assessments; and the validity of screening outcome decisions.
- 10.1.2. School teams will determine how to administer screening tools in English language arts and mathematics either in-person or remotely.

10.2. Multi-Tiered Systems of Support

- 10.2.1. Existing response to intervention protocols should be used as a basis for support
- 10.2.2. Schools should set up PLC's by unit or department to guide the use of data to inform decisions about instruction and intervention at each support tier.
- 10.2.3. Identify students' strengths and areas of need, appropriate interventions and determine the effectiveness of interventions. Each school should be planning and delivering intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties, and to assist staff who have difficulties in addressing students' learning, behavior, or health needs.
- 10.2.4. In order to assist decision-making for providing additional support services for special needs students, the form [Return to School Transition Discussion Worksheet](#) is provided as a resource.

10.3. Students Severely Challenged by Online Learning

- 10.3.1. Develop alternatives (e.g., hard copy materials) for those students who are severely challenged by online learning.
- 10.3.2. Consider having staff travel to offsite environments for students who need a different level of support.

11. **Instructional Resources to Support Hybrid and Remote Environments**

- 11.1. The district will strive to ensure that every staff member and student has access to a device and internet connectivity.
- 11.2. The district is working with local internet providers to provide basic access at the lowest cost possible to families, and will prioritize the provision of technology to students that are otherwise without access.
- 11.3. Our standard digital learning application across the district is Google Suite for Education (e.g., Docs, Sheets, Slides, Classroom) and all its components due to accessibility, familiarity, continuity, and cost. We are looking to standardize our use of other applications to minimize the learning curve for staff, parents, and students.

- 11.4. Other well-established and approved instructional resources (e.g., iReady, Securly, Nearpod) will continue to be used and supported at certain grade levels.
- 11.5. The district will continue to investigate tools for hybrid and remote instruction (e.g., in-class cameras, digital media streaming) for staff interested in using these applications.
- 11.6. School Issued Books
 - 11.6.1. A quarantine period of a minimum of seventy-two (72) hours will be employed so that materials, once returned, may be used by other students and staff.
 - 11.6.2. Books and other materials being returned are to be placed in a bin or box labeled with the date. At the end of each day, the box should be moved to a dedicated quarantine area and held for a minimum of seventy-two (72) hours, after which they can be recirculated.
 - 11.6.3. The quarantine time is designed to eliminate the need for applying disinfectant. However, after quarantining for the minimum number of hours, items may be cleaned with a sanitizer spray or wipes if the surface is able to withstand it (e.g., book jacket covers, DVD cases).

12. **Professional Development for Hybrid and Remote Instruction**

- 12.1. Provide accelerated professional development to educators focusing on pedagogical aspects and lesson planning for hybrid instruction and online learning tailored to the educational technology used.
- 12.2. Strive for as much professional development as possible to be job-embedded rather than taking staff out of their work environments.
- 12.3. Professional development for teacher assistants needs to be specific to expectations for supporting students and teachers effectively (e.g., technology training, working one-to-one with students remotely, supervising students working remotely, cleaning of materials, assisting with health and safety procedures).

13. **Athletics and Student Activities**

- 13.1. The New Jersey State Interscholastic Athletic Association (NJSIAA) has established a COVID-19 medical advisory task force responsible for providing the NJSIAA with

guidance to allow high school student-athletes to return to athletics as soon and as safely as possible.

- 13.2. The NJSIAA is also convening a sports advisory task force which will be composed of athletic directors from across the State and will be charged with reviewing State and local health guidelines, as well as NJDOE guidance, regarding the 2020-2021 school year.
- 13.3. Middle school athletics will follow the same guidelines as NJSIAA provides for high school students.
- 13.4. Any student activities/extra curricular activities that take place during the school year will be required to follow the same guidelines as outlined in this plan.

Communication and Family Engagement

14. Communication

- 14.1. Our approach to communication comes from a customer service perspective to continue to build trust with our community.
- 14.2. Personal contact through in-person meeting, telephone conversation, or individual email is the norm and to be expected in most situations.
- 14.3. Broad information will continue to be disseminated to families through School Messenger, Genesis, and district/school/teacher websites.
- 14.4. District and school websites are an important source of information. Regular site management will be practiced.
- 14.5. Consistency in communication methods is important for families with multiple children to manage information coming from school and their children's teachers.
- 14.6. Communicating Regarding COVID-19
 - 14.6.1. Staff and families are to self-report to the school if they or their student have [symptoms](#) of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days in accordance with [health information sharing regulations for COVID-19](#) and other applicable federal and state laws and regulations relating to privacy and confidentiality, such as the Family Educational Rights and Privacy Act (FERPA) and consistent with applicable law and privacy policies.

- 14.6.2. Notify local and county health officials, staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with state and local laws and regulations. Work collaboratively with county health officials to conduct contact tracing should it be deemed necessary.
- 14.6.3. Inform those who have had [close contact](#) with a person diagnosed with COVID-19 to stay home and [self-monitor for symptoms](#), and follow [CDC guidance](#) if symptoms develop.
- 14.6.4. Notify staff, families, and the public of school closures and any restrictions in place to limit COVID-19 exposure (e.g., limited hours of operation).
- 14.6.5. Maintain regular communication with the Town of Andover, Borough of Andover, Sussex County Department of Health, and Sussex County Department of Education to determine current mitigation levels in the community and to assist with contact tracing.
- 14.7. Inform any organizations that share or use the school facilities that they are required to follow the guidelines in this plan.
- 14.8. Educate the broader school community on the importance of health etiquette, quarantining, and contact tracing.

15. Family Engagement

- 15.1. Communicate the reopening plan as a whole and again as smaller topics (e.g., promoting healthy behaviors, daily health screenings, cleaning and disinfection protocols, hybrid instruction, training for parents and students, family engagement strategies).
- 15.2. Hold a superintendent forum after the release of the plan to inform families about it and address parent questions and concerns.
- 15.3. Provide virtual orientation of school facilities to allow a visual as to how reconfigured classrooms, large group areas, hallways, etc. will look prior to entry in September.
- 15.4. Consider offering students and families documents that outline how classes will operate (e.g., Google Classroom, frequency of online meets, virtual assessment standards, etc.) with helpful “how to access” documents specific to that teacher’s classroom.
- 15.5. Provide parent and student training opportunities using synchronous and asynchronous means on topics identified by parents and students such as:
 - 15.5.1. School health and safety protocols

- 15.5.2. Personal mental health/self care (e.g., grief, loss, trauma, preparedness, hope, resilience)
- 15.5.3. Student mental health, SEL, and supportive behaviors
- 15.5.4. HIB vs. conflict (e.g., bias, prejudice, stigma)
- 15.5.5. Hybrid and remote instructional strategies and student centered learning
- 15.5.6. Online tools for learning management, virtual meetings, individual and group communication, Genesis, Google Suite for Education, etc.
- 15.5.7. Digital citizenship
- 15.6. Engage families in social-emotional learning
 - 15.6.1. Define social-emotional learning, discuss district commitment to it, and share resources.
 - 15.6.2. Partner with local agencies to develop opportunities to meet families where they are.
 - 15.6.3. Offer virtual parent support groups to address common challenges.

Continuity of Operations

16. **General Information**

- 16.1. This plan for continuity of operations will be implemented during a health-related school closure. It may require adjustments during its implementation. If revisions become necessary, the revised plan will be resubmitted to the Sussex County Executive Superintendent for review.
- 16.2. A health-related school closure should not be cause for alarm or speculation. It should also not be cause for fear, stigma, or discrimination based on a population or nationality from a region that may be especially at risk for the disease.
- 16.3. In the event schools are ordered to close and move to complete remote learning due to a health concern, school and district offices will be closed to the public. The only exceptions will be for distribution of meals per a schedule to be announced on the district website and alert messaging. Any modifications will be communicated by the offices directly.

- 16.4. All school related trips, athletic competitions, and other extracurricular activities are cancelled for the duration of the school closure.
- 16.5. For up-to-date information on coronavirus and other health issues, please go to the State of New Jersey's website at <https://www.nj.gov/health/cd/topics/ncov.shtml>. Feel free to contact the district office at 973-383-7392, if you have any questions or concerns.

17. **Instructional Expectations**

- 17.1. Instructional expectations in a fully remote environment are detailed in the section on "Instruction & Technology".
- 17.2. Modifications to those expectations due to a health-related school closure will be communicated by school administrators.

18. **Internet Access and Digital Devices**

- 18.1. All students and staff will be issued a district provided computing device which is expected to be transported seamlessly between in school and at home learning.
- 18.2. The district will work with staff and families who do not have internet access to either provide a district issued hotspot or low cost access.
- 18.3. The technology staff has created a [Google Form](#) on the main page of the school [website](#) for families to request instructional technology assistance. Staff should submit technology work request tickets.

19. **Special Learning Needs and Student Support Services**

- 19.1. Any student with special learning needs who cannot participate successfully in remote learning will be provided hard copies of guided learning experiences in addition to textbooks and other print materials.
- 19.2. Student support services (i.e., OT, PT, speech, CST, counseling, nursing) will be provided remotely, where feasible. To address mental health needs, school counselors will establish office hours and may continue to meet with students remotely.
- 19.3. Individual special education needs will be addressed by a committee of teachers and CST case managers. A spreadsheet identifying each student's needs for each content area will be created and the committee will meet weekly to determine the steps necessary to meet those needs (e.g., 1:1 virtual support from a teacher assistant, staff working with the family to coordinate outside agency support, staff working with parents to navigate the online learning process and help set up a schedule for students to work at home).

- 19.4. Case managers will maintain contact with parents on a regular basis. Therapists will track services by documenting attendance, IEP goals and objectives addressed, and collecting data to monitor student progress on those goals and objectives.
- 19.5. Parents will be invited to do remote IEP meetings by mutual consent. Evaluations may be completed if appropriate for a remote platform (e.g., social assessments, completion of teacher and parent rating scales, and other assessments that do not require direct 1-1 physical administration).
- 19.6. ELL students will have the support of the ELL teacher. The teacher will also help to communicate with parents.

Essential Employees During School Closure

Essential Employee Category	Role of Employee	Duties	Number of Essential Employees Per Category
Teachers	Instruction	Designing and executing guided learning experiences; interacting with students and assessing student progress, supporting parents	No employees onsite, up to 20 hours of guided learning experiences per week.
Special Services Providers	Speech, OT, PT	Provide special services to students as outlined in IEP.	No employees onsite. Special arrangements are made for the delivery of services on a case by case basis.
Paraprofessionals	Support instruction and/or support individual student needs as outlined in IEPs	Support Instruction and/or Individual Student Needs	No employees onsite, Paraprofessionals provide support services under the direction of classroom teachers.
School Administration	Manage School Operations	Leading the district through transition to virtual learning, Interacting with and supporting staff, students, families	Administration in building on an as needed basis, all staff have access to email, voicemail, and technology to work from home
Maintenance/Custodial	Maintaining building/grounds	Fulfilling work orders, maintaining cleanliness and appearance of the buildings	1 employee per school on a rotating basis
Technology	Technology Support	Supporting teachers/families with remote instruction; maintaining information systems, repairing equipment	2 employees, combination of onsite and remote work
Food Services	Meal Service	Preparing and packaging meals for delivery	No district employees (Maschio's employees) 1 per day on a rotating basis
District Business Office	Managing District Operations	Processing personnel and business services	Business office staff on an as needed basis, all staff have access to email, voicemail, and technology to work from home

Student Demographic Profile (NJSMART School Profile Snapshot, October 15, 2019)

Student Characteristics	Total Students		Florence M. Burd E		Long Pond School	
	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total
Total Students	451	100.0%	244	54.1%	207	45.9%
Grade Level						
Pre-K	23	5.1%	23	9.4%		
Kindergarten	35	7.8%	35	14.3%		
Grade 1	44	9.8%	44	18.0%		
Grade 2	41	9.1%	41	16.8%		
Grade 3	51	11.3%	51	20.9%		
Grade 4	50	11.1%	50	20.5%		
Grade 5	47	10.4%			47	22.7%
Grade 6	57	12.6%			57	27.5%
Grade 7	59	13.1%			59	28.5%
Grade 8	44	9.8%			44	21.3%
Gender						
Female	199	44.1%	102	41.8%	97	46.9%
Male	252	55.9%	142	58.2%	110	53.1%
Race/Ethnicity						
Asian	11	2.4%	7	2.9%	4	1.9%
Black	10	2.2%	5	2.0%	5	2.4%
Hispanic	72	16.0%	43	17.6%	29	14.0%
White	341	75.6%	178	73.0%	163	78.7%
Multi	17	3.8%	11	4.5%	6	2.9%
Lunch Status						
Free Lunch	51	11.3%	32	13.1%	19	9.2%
Reduced Rate Lunch	13	2.9%	7	2.9%	6	2.9%
Not Eligible	387	85.8%	205	84.0%	182	87.9%
Special Education						
Special Education	91	20.2%	53	21.7%	38	18.4%
Not Special Education	360	79.8%	191	78.3%	169	81.6%
English Language Learner						
ELL	4	0.9%	3	1.2%	1	0.5%
Not ELL	447	99.1%	241	98.8%	206	99.5%
Time in District						
In District Less than One Year	83	18.4%	73	29.9%	10	4.8%
In District 1-2 Years	119	26.4%	93	38.1%	26	12.6%
In District 3 or More Years	249	55.2%	78	32.0%	171	82.6%

Policy

[P1648-Restart and Recovery Plan \(M\)](#)

[P1648.02 Remote Learning Options for Families](#)

[P1648.03 Full-Time Remote Instruction](#)

[P1649 Federal FamiliesFirst Coronavirus \(COVID-19\) Response Act \(M\)](#)