RETURN-TO-SCHOOL PLAN

IN RESPONSE TO COVID-19
2021-2022

Introduction

This plan was devised to aid in the re-opening of our schools to ensure the safest environment possible under the circumstances and with the present guidelines in place. This plan is designed to reduce the risks since they cannot be fully eliminated. The guidelines referenced in this plan are based on guidance from the NJDOE, DOH, the Centers for Disease Control and Prevention (CDC) and World Health Organization (WHO). Regular updates will be made to this plan based on information provided by the CDC, WHO, and applicable federal, state and local agencies.

The Avalon Stone Harbor Schools plan focuses on three scenarios: 100% in person instruction (5 full days), a hybrid plan, and 100% remote learning plan by putting the following policies, procedures and routines in place. The NJDOE has mandated an all-virtual program on top of whatever other plan is provided, hybrid or full time instruction. The Plan presents guidance related to four key subject areas:

1. Conditions for Learning
2. Leadership and Planning
3. Continuity of Learning
4. Policy and Funding

Guiding Principles

In all stages of the pandemic response and recovery, the following will be procedural:

- Maintain communication with the Cape May County Department of Health.
- Identify students and staff who are at higher risk for severe illness.
- Follow CDC guidelines
    1. Stay home when appropriate
    2. Hand hygiene and respiratory etiquette
    3. Wear face coverings
    4. Practice Social Distancing
    5. Post signs and messages reminding of guidelines throughout the school

Communication Methods

To stay updated on the most up-to-date information:

1. Teachers, students, and parents need to check their email often and school notification app.
2. Visit our district website
3. Follow our social media platforms

I. Conditions for Learning

1. General Health & Safety Guidelines

In all stages and phases of pandemic response and recovery, schools must comply with Center for Disease Control (CDC), state, and local guidelines. Schools must also provide reasonable accommodations for staff and students at higher risk for severe illness and promote behaviors that reduce spread, such as social distancing, frequent hand washing and the use of face coverings.

Anticipated Minimum Standards

- In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention recommends actions, which schools and districts should incorporate into reopening plans:
  - Establishing and maintaining communication with local and state authorities to determine current mitigation levels in the community.
    - Contact with local authorities, health departments, governments are already in place with the Avalon, Stone Harbor communities as well as Cape May County and the NJ department of education.
  - Protecting and supporting staff and students who are at high risk for severe illness.
    - Extra PPE equipment could be provided, virtual learning option with substitute covering students for in-person instruction, FMLA leave are options for staff.
  - Following CDC's Guidance for Schools and Childcare programs
    - The Avalon Stone Harbor Schools will not be offering before or after school programs.
  - Promoting behaviors that reduce spread:
    - Stay home when appropriate.
    - Hand hygiene and respiratory etiquette.
      - Students should wash hands for at least 20 seconds at regular intervals, including before eating, after using the bathroom, and after blowing their nose/coughing/sneezing.
    - Face Coverings
      - Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected with COVID-19 but does not have symptoms.

- School staff and visitors are required to wear cloth face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
- Students are required to wear cloth face coverings when social distancing can not be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- These cloth face coverings should be handled and laundered following CDC guidance. The proper use of cloth face coverings is important to be effective and safe, including <u>covering both the nose and mouth while wearing</u>. Please see the appendix for more information and education for proper handling of face coverings.
    - Signs and messages
        - Signage will be placed throughout the building to remind staff and students of procedures in place.
- Reasonable accommodations should be provided for individuals that the Centers for Disease Control identifies as having higher risk for severe illness from COVID-19 including older adults (aged 65 and older) and individuals with disabilities or serious underlying medical conditions, which may include:
    - Chronic lung disease or asthma (moderate to severe)
    - Serious heart conditions
    - Immunocompromised
    - Severe obesity (body mass index, or BMI, of 40 or higher)
    - Diabetes
    - Chronic kidney disease undergoing dialysis
    - Liver disease
    - Medically fragile students with Individualized Education Programs (IEPs)
    - Students with complex disabilities with Individualized Education Programs (IEPs)
    - Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973.
- Accommodations will be given on a case by case basis.

Additional Standards

Social Distancing:

Social distancing is an effective way to prevent potential infection. Employees, students, parents, and visitors should practice staying 6 feet away from others and eliminating contact with others.

- Traffic Flow – tape will mark the walking direction throughout the building in order to maintain the distance of 6 feet.

- Desks will be separated 6 feet apart, when possible and masks and barriers will be used if distancing of 6 feet is not feasible.

Visitors on Campus:

The safety of our staff and students is, as always, our primary concern. Visitors will have limited access to the building and we ask when possible to call or email staff to eliminate frequent face to face encounters with staff. When a visitor, including therapists, must access the building, they will be required to wear a mask and complete the screening questionnaire (See *Visitors* policy in Appendix).

Summary

Avalon Stone Harbor Schools will have an online check in where parents verify that their child does not have a fever each day. Students are directed to stay home if they have a fever or any symptoms (Cough (new or persistent), Shortness of breath or difficulty breathing, Chills (persistent), Muscle aches or pain, Headache, Sore throat, New loss of taste or smell, Fatigue, Congestion or runny nose, Abdominal Pain, Nausea, Vomiting or Diarrhea)

Students should come to school wearing a mask (masks will be provided for all staff and students).

The schools will have hand sanitizer set up as the students enter the building they will use hand sanitizer to disinfect their hands. Marking will be put in the hallway, where students line up outside to ensure social distancing. Signs will be placed throughout the buildings to remind staff and students of procedures in place.

Bathroom breaks will be assigned for each classroom and teachers will be instituting hand washing breaks as well.

At Stone Harbor School, schedules were created to limit the amount to one class in the hallway at a time. Students will enter and dismiss from their classroom doors to spread out students and parents and allow for social distancing.

2. Classrooms, Testing, and Therapy Rooms

Schools and districts must allow for social distancing to the maximum extent possible. When social distancing is difficult or impossible, face coverings and/or barriers are required. School districts must also minimize use of shared objects, ensure indoor facilities have adequate ventilation, prepare and maintain hand sanitizing stations, and ensure students wash hands frequently.

Anticipated Minimum Standards

- Social Distancing
  - When social distancing is difficult or impossible, face coverings are required for students, staff and visitors including therapists. In a classroom setting where social distancing is possible or physical barriers are in place, face coverings can

be removed while students are seated at desks but should be worn when moving about the classroom and engaged in discussion.

- All instructional and non-instructional rooms in school and district facilities must comply with social distancing standards to the maximum extent practicable.
- Use of shared objects should be limited when possible or cleaned between use.
- Indoor facilities have adequate ventilation, including operational heating and ventilation systems
  - Recirculated air has fresh air component
  - Filter for A/C units is maintained and changed according to manufacturer recommendations.
- Prepare and maintain hand sanitizing stations with alcohol-based hand sanitizer, containing at least 60% alcohol.
  - In each classroom
  - At entrances and exits of building
  - Near lunchrooms and bathrooms
  - Children ages 5 and younger should be supervised when using hand sanitizer.
  - For classrooms with existing handwashing stations, prepare stations with soap, water, and paper towels. Alcohol-based hand sanitizers are available in all classrooms.

- Students should wash hands for at least 20 seconds at regular intervals, including before eating, after using the bathroom, and after blowing their nose/coughing/sneezing.
  - Use alcohol-based hand sanitizer if washing with soap and water is not possible.

Additional Standards

- Keep children six feet apart during nap time (can have cots head to foot), when eating, and doing other activities
- Avoid close group learning activities like reading circles
- Limit use of supplies and equipment to one group of children at a time and clean and disinfect between use.
  - When possible, ensure adequate supplies to minimize sharing of high touch materials to the extent possible.
  - Avoid sharing electronic devices, toys, books, and other games or learning aids, or thoroughly clean and disinfect between use.
- Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.
- Increase circulation of outdoor air as much as possible, for example, by opening windows and doors.
  - Do not open windows and doors if doing so poses a safety or health risk (ex., risk of falling, triggering asthma symptoms) to children using the facility.

- Larger rooms (ex. auditorium, cafeteria, gym) can be used as classrooms to allow for social distancing.
- Turn desks to face in the same direction (rather than facing each other) or have students sit on only one side of tables, spaced apart.
- Partitioning system is being considered anywhere it is necessary to separate students/parents from staff.
- Classes will remain together to include the same group of children each day.
- Allow minimal mixing between groups and cohorts.
- Allow outdoor classrooms where possible and when seasonally appropriate.
- Add time to lunch and recess periods to ensure students have time to wash their hands.
- Build in the practice of handwashing throughout the day, during transition times.

Summary

Avalon School: Each classroom will distance desks when possible 6 feet apart, when this is not possible face coverings and desk dividers will be used. Desks must be facing all in the same direction. Face covers can be removed while students are seated at desks. Face coverings will be worn while moving around the classroom and in the hallways. Staff will wear face coverings while working closely with students, however 6 feet distancing should be maintained while teaching.

Use of shared objects should be kept at a minimum. Staff will clean objects in between use. If objects are not used for the rest of the day they will be placed in bins for deep cleaning for the next day. Keep each student's belongings separate from others.

PK-3/4 Cubbies will not be used. Hooks are available in the hallway for distancing child's belongings. All items must be labeled with the student's name: coats, lunch boxes, and personal belongings. PK will store nap time items in separate labeled bags. These items will be stored in the designated cubby area. Instructional centers will be rotated and the number of centers available will be limited.

The ventilation system does have a fresh air component. On days that are less humid windows may be open. *Fresh Air is exchanged on an ongoing basis. The system has the capability of shutting down the exchange from room to room in case of contamination.*

Sanitizing stations are in each classroom and throughout the building. Upon entrance to the building hand sanitizing is encouraged. Staff and students must perform hand hygiene often during the school day. Soap and water hand washing is encouraged in the classrooms with access to sinks. Hands must be washed for 20 seconds and dried completely.

Stone Harbor School: Each classroom will distance students when possible 6 feet apart, when this is not possible face coverings and plexi glass desk dividers will be used. Students will be facing all in the same direction. Face covers can be removed while students are seated at

tables/desks.   Face coverings will be worn while moving around the classroom and in the hallways. Staff will wear face coverings while working closely with students, however 6 feet distancing should be maintained while teaching.

Staff will hold classes outside when possible so students can break from their masks while social distancing at 6 feet. Students will also be given breaks throughout the day to have mindful minutes, yoga stretches, or other ideas to relax and take a break. These breaks will be given during transition times.

Students will stay in their homeroom classroom (or outside) throughout the day, with teachers traveling to them. Exceptions are gym, the gymnasium will host one grade level a day so the gym can be sanitized at the end of each day.   If Music or Library pull classes to their rooms it will be one grade level each day and the rooms will be sanitized at the end of each day as well. If students are pulled for small group instruction, students will be with other students from their grade level and furniture will be sanitized between use. Teachers will check for hallway use before bringing other students into the hallway area, limiting one class in the hallway at a time.

Students will eat lunch in their room and will have recess at assigned time for their grade level. Teachers will have supplies for the students to use during recess in their lunch carts. These items will be brought out with them for this time. Once a student uses equipment (basketball, jump rope, hula, hoop, etc.) that equipment will not be used by another student on that day. Teachers will leave their carts outside their classroom for custodians to sanitize equipment and return to the classroom for use.

Use of shared objects should be kept at a minimum. Staff has ordered supplies so students will not have to share items. If an item is shared, staff will clean objects in between use. If objects are not used for the rest of the day they will be placed in bins for deep cleaning for the next day. Cubbies have been taken out of the classroom or closed for the time being. Students will keep their belongings separate from other students, either by putting items in trash bags when they arrive or on their chair.

Sanitizing stations are in each classroom and throughout the building. Upon entrance to the building hand sanitizing is encouraged. Staff and students must perform hand hygiene often during the school day. Soap and water hand washing is encouraged in the classrooms with access to sinks. Hands must be washed for 20 seconds and dried completely. Frequent hand washing is recommended throughout the school day and especially for children who can not use hand sanitizer.

The ventilation system does have a fresh air component. On days that are less humid windows may be open. *Fresh Air is exchanged on an ongoing basis. The system has the capability of shutting down the exchange from room to room in case of contamination.*

Personal Workspace/Classroom

Staff will be directed to classroom signage in the room for sanitizing and disinfecting directions. All teachers and students are asked not to visit another classroom outside of their grade level. Employees are encouraged to disinfect their own personal workspace (teacher desk, phone, etc.) throughout the day, giving special attention to commonly touched surfaces. Plexiglass desk dividers will be purchased and installed to help protect staff and students.

Shared Workspace

Employees are encouraged to disinfect their own workspace multiple times throughout the day, giving special attention to commonly touched areas. The district has hand sanitizers throughout the workplace and in common areas. Cleaning sprays and wipes are also available to clean and disinfect frequently touched objects and surfaces such as telephones and keyboards. The custodial team will clean all workspaces at their designated cleaning time. A cleaning schedule will be put in place for bathrooms, work rooms and common areas.

Please note that proper equipment such as acceptable disinfectant and PPE should be used when cleaning workspaces.

There will be limited access to certain workspaces to reduce exposure to risks and ensure employee safety. Workspace usage is as follows:

Masks and social distancing rules will be in effect.

Breakrooms or Teacher Lounge/Multipurpose Room–These spaces could be closed for use at different times of the year. This includes the use of shared appliances such as coffee machines, refrigerators, and other kitchen appliances. Signage will be provided if restrictions are put in place. Staff mailboxes will be accessed from the teachers' lounge. The office area mailboxes will not be used. Morning and dismissal sign-in will also be located in the teachers' lounge and/or online through the link used during remote learning.

Copy Room – Masks and social distancing rules must be used and printer touchscreen must be wiped between uses. Signage indicating restrictions will be posted.

3. Transportation

School districts should maintain social distancing practices on buses to the maximum extent practicable and adopt best practices for cleaning and disinfecting all vehicles used for transporting students. If maintaining social distance is not possible, all students who are able must wear face coverings while on buses. (See policy in Appendix)

Anticipated Minimum Standards

- If a district is providing transportation services on a school bus but is unable to maintain social distancing, a face covering must be worn by all students who are able to do so upon entering the bus.
- Adopt best practices for cleaning and disinfecting school buses and other transport vehicles.

Additional Standards

- To limit physical interaction among students, require students to board the school bus by filling the back rows first, and then progressing forward. When leaving the bus students should exit in the opposite order. Assigned seating for students may assist in ensuring such practices are followed consistently.
- Open windows if possible.
- Clean and disinfect school buses and other vehicles used to transport students at least daily, preferably between routes.
- Drivers should practice all safety actions and protocols as indicated for other staff (ex., hand hygiene, face coverings).
- Hang signs to reinforce social distancing and hygiene rules.
- When possible, a staff person should accompany the driver on all transportation routes to ensure safety and social distancing.

Summary

Resident students will have access to bus services. Tuition students will be able to catch the bus at the Stone Harbor School to the Avalon School in the mornings and from Avalon School to Stone Harbor School at the end of the day for parents to have one drop off, pick up location. This will need to be arranged beforehand so spaces could be assigned. These spaces are limited and will be on a first come first serve basis.

Bus Drivers/Bus Protocols

Bus drivers or custodial staff must disinfect the buses at a minimum:
1. Right before starting a route to pick up students
2. Right after the morning and afternoon routes

Bus drivers and bus aides will complete a daily symptom self screening and record their daily temperature online prior reporting to duty.

Transportation Checklist

Avalon & Stone Harbor Schools: Sanitation logs will be kept on file after completing the last route each day. All surfaces must be cleaned with a disinfectant solution, wear gloves.

All students, bus drivers and bus aides will wear face coverings when riding the bus. Family members may sit together, other students must use every other row. Students will board filling the back rows first and progressing forward, with the exception of PK, Kindergarten and special needs students. The front rows will be reserved for them. The bus will be sanitized after each run.

4. Student Flow, Entry, Exit, and Common Areas

School district reopening plans should establish the process and location for student and staff health screenings. This should include providing physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart. Schools must require the use of face coverings.

Anticipated Minimum Standards

- Establish the process and location for student and staff health screenings
  - See #5 " Screening, PPE, and Response to Students and Staff presenting Symptoms" for information
  - Verification of completed self screening procedures
- Individuals in line waiting to enter or exit a building, must utilize face coverings. Provide physical guides, such as tape on floors 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.

Additional Standards

- Minimize interaction of students between drop-off and entrance to school facilities.
- Establish separate entrances and exits to school facilities where possible.
- Create "one way routes" in hallways.
- Maintain social distancing in hallways and common areas.
- Minimize the number of non-essential interactions between students and staff throughout the school day.
- Create student cohorts as an effective strategy to limit exposure and contact.
- Limit commingling between classes or other district-set groups of students.
- Minimize large group gatherings.
- Create a system that allows for physical distancing.
- Provide hand sanitizer at school entrances.
- Put signage around school buildings to provide hygiene advice and reminders.
- Increase frequency of cleaning all surfaces, including walls

- Limit the number of students in the hallway at the same time by staggering release from classrooms.
- If feasible, install physical barriers, such as sneeze guard and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart.
- Consider a schedule that limits access, if at all, to lockers to keep traffic in the hallways within social distancing protocols.
- Most schools have limited entry/exit points for security purposes, but additional entry/exit points may need to be established to ensure a balance of social distancing and security protocols.

Summary

Avalon School- Morning Arrival/Dismissal Procedures: Bus drop off group will wear face coverings and distance themselves on the porch area on designated labels and will follow locker visit schedule.

PK students that ride the bus will be taken to their classrooms by aide. The north entrance hallway will be used for all other PK drop offs greeted by the aides.

Grades 5 & 6 will be dropped off and picked up at the locker area entrance. Grade 7 & 8 will be dropped off and picked up at the south entrance hallway.

Upon entrance into the school building hand hygiene will be completed at hand sanitizing stations near entry ways. Face coverings are required at entry and while in common areas.

Lockers

Locker use will be as follows:
Grade 5 and 6 will visit lockers before homeroom as they enter school. Grade 7 and 8 will visit lockers during the first period. Grades 5 and 6 will visit lockers at dismissal and exit locker area doors. Grade 7 and 8 will visit lockers during eighth period and exit the south entrance.

Flow

When dismissing students from one classroom to another, all staff will monitor hall movement. All students must wear masks and practice social distancing. They will stay close to the wall and walk in a single file line. Students will enter the room they are moving to immediately. There will be no waiting or gathering in the hallway. Hand sanitizer will be used upon entrance into the next classroom. Face coverings are required when changing classes. (bell schedule)

Distancing markers will be posted throughout the building.

PK will use their in-class bathrooms only. Other students will go one at a time.

Stone Harbor School- Morning Arrival/Dismissal procedures:

Students will enter through their assigned classroom door. Grade levels will each come in and out their own door and markings will be placed on the ground to ensure social distancing while in line. Morning recess is cancelled until further notice. Students when brought in by the teacher will enter directly into the classroom.

Flow: A schedule will be made so only one class is in the hallway at a time. Classes will have scheduled bathroom breaks for the hallway gang bathroom, one student in at a time. If students need to use the bathroom at another time other than the scheduled time they will use the bathroom by the Library to limit to one person at a time. Staff will be assigned hallway monitors to help students maintain protocol in place. On top of the assigned hallway monitors, any staff member who is in the hallway at any time will be expected to monitor the hallways.

Upon entrance into the school building hand hygiene will be completed at hand sanitizing stations near entry ways. Face coverings are required at entry and while in common areas.

Water Fountains

Refillable stations are being installed. This will allow students and staff a contactless method of refilling drinking containers. Portable water will be provided and the use of a personal thermos or drinking container is recommended.

Restrooms

Establish maximum capacity for the facility that allows for social distancing. Post the maximum capacity sign on the door. Provide supplies for employees to clean up after themselves in staff only restrooms. Face coverings will be required when using restrooms.

Assign times and staff to monitor bathroom use for students to as to limit the number of children utilizing the restrooms.

Avalon & Stone Harbor Schools: PK & K will use their in-class bathrooms only. Other students will go one at a time.

Stone Harbor School: The gang bathrooms will be sanitized after each grade level uses them, the Library bathroom, staff bathroom, and Kindergarten bathroom will be sanitized on an hourly basis. Signs will be in place in all bathrooms to remind staff and students on proper hand washing.

5. Screening, PPE, and Response to Student and Staff Presenting Symptoms

School districts must adopt a policy for safely and respectfully screening students and employees for symptoms of and history of exposure to COVID-19. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. If a school

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

Anticipated Minimum Standards

- School districts must adopt a policy for screening students and employees upon arrival for symptoms and history of exposure. (See Appendix for policy)
    - Staff must visually check students for symptoms upon arrival and/or confirm with families that students are free of Covid-19 symptoms. (See below)
    - Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
    - Results must be documented when signs/symptoms of COVID 19 are observed.
    - Any screening policy must take into account students with disabilities and accommodations that may be needed in the screening process for those students.
- School districts must adopt procedures for symptomatic staff and students.
- Encourage parents to be on alert for signs of illness in their children and to keep them home when they are sick.
- School staff and visitors are required to wear face covering unless doing so would inhibit the individual's health or the individual is under two years of age.
- Students are required to wear a face mask when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
    - Accommodation for students who are unable to wear face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.
- Exceptions:
    - Doing so would inhibit the individual's health.
    - The individual is in extreme heat outdoors.
    - The individual is in water.
    - A student's documented medical condition, or disability as reflected in an individualized Education Plan (IEP) or 504 Accommodation Plan, precludes the use of face covering.
    - The student is under the age of two and could risk suffocation.
    - During a period when a student is eating or drinking.
    - Face coverings should not be placed on anyone who has trouble breathing or is unconscious,or anyone who is incapacitated or otherwise unable to removethe face covering without assistance(i.e face coverings should not be worn by Pre K students during nap time)

- Face coverings should not be worn by the student during high intensity aerobic or anaerobic activities.
- Face coverings may be removed during gym and music classes when individuals are in a well-ventilated location and able to maintain a physical distance of six feet apart
- When wearing a face mask creates an unsafe condition in which to operate equipment or execute a task
- If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, entry to the school/district facility may be denied.

Additional Standards

- Teach and reinforce use of face coverings among all staff (excluding health exceptions).
- Students and employees may be asked to leave or not come into school if they test positive for COVID-19 or exhibit one or more of the symptoms of COVID-19, based on CDC guidance, that is not otherwise explained.
- Face coverings are required at times when physical distancing is difficult.
- Attempt to have the same adult drop off and pick up students.

Summary

Employee, Student and Visitor Screening Protocol

To help prevent the spread of COVID-19 and reduce the potential risk of exposure to our employees and students, we will be requiring all employees and parents of students along with each visitor to complete a self assessment and an online self-screening tool. (See attached link for sample: https://forms.gle/oZBMJ7qeWuUqDSkU6.) Please be sure to have a working thermometer at home for self screening purposes.

The self assessment screens for the following:

- A measured temperature greater than or equal to 100.0 F / 37.7C(without the use of fever reducing medication)
- Cough (new or persistent)
- Shortness of breath or difficulty breathing
- Chills (persistent)
- Muscle aches or pain
- Headache
- Sore throat
- New loss of taste or smell
- Fatigue

- Congestion or runny nose
- Abdominal Pain, Nausea, Vomiting or Diarrhea
- Close contact with a <u>confirmed case</u> of COVID-19 in the last 14 days
- Travel outside the state of New Jersey in the last 14 days

Visitors will be kept to a minimum and will be required to take the <u>self screening questionnaire in the vestibule at the check in kiosk.</u> They will not be admitted with any "yes" responses. Deliveries will be left in the vestibule.

S*taff* will complete an online self screening tool. Staff will receive the self assessment questionnaire by email as a reference. Staff will **complete** the self assessment **at home** including taking a temperature. **Upon arrival**, staff will **record** that their home self assessment was negative along with temperature result,when they swipe in. As always,they are not to report to work if they have any concerning symptoms or fever greater or equal to 100.0 F, without the use of fever reducing medication.

 Parents for EACH student <u>will complete the self screening tool by logging into the Genesis portal and submitting the completed form along with the student's measured temperature by 7:30 am each morning. A reminder "push notification" will automatically be issued at 7:00am each morning to each family.</u> In addition signage will be posted at entry points as a reminder to self screen before entrance. A paper PASS will be required at entrance to verify screening was completed to expedite daily screening assurance.

Additionally a signed <u>statement of responsibility</u> may be requested from parents/guardians at the beginning of the school year.

Health office staff will generate the daily completed self screening reports upon arrival for duty and evaluate. Parents will be contacted if no screening tool was completed. A form or PASS that states that the in-home screening was done will be presented to staff at entry points and if no form is presented, the student will be kept aside for evaluation prior to entry.

In addition, <u>staff will observe students for any obvious, visible signs of illness upon arrival.This visual inspection of the child for signs of illness could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness. Staff will also collect a daily PASS from each student verifying that online screen was completed prior to arrival.</u> Report any concerns to the nurse on duty. Care will be taken when reporting any illness concerns following privacy laws and regulations. Documentation of the incident will occur on a health office visit log.

Personal Protective Equipment (PPE)

In order to minimize exposure to COVID-19, PPE will be needed.
Per the adopted policy (see Health Examinations and Immunizations policy in appendix):

1. Adequate amounts of personal protective equipment (PPE) shall be available accessible, and provided for use by staff and students.
2. School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
3. Students are required to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health.

 PPE can include:

Masks: Face masks are an important part of the mitigation process.
https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html
Masks will be worn when entering and exiting the building, in hallways, bathrooms and any shared space. Masks should also be worn when 6 feet of distance is not able to be maintained. Reusable cloth face coverings are recommended, these should fit well over both mouth and nose when worn properly. Please practice wearing a mask prior to the start of school so that you can make adjustments in size, fabric, style as needed and are comfortable during the school day. It is suggested to *have an extra cloth face covering with you in the event of soilage, malfunction or breakage of the mask*. Masks will be made available if needed. At the start of school in September staff and students will be provided with one cloth, reusable and washable mask. Take care to avoid frequent touching of masks and face to prevent contamination of face, and always wash hands before and after applying or removing a mask. Cloth face masks should be washed as directed by the CDC https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wash-cloth-face-coverings.html

Gloves: Gloves are not required. Handwashing is the best way to decrease risk of transmission. Touching your face with contaminated hands, whether gloved or not, poses a significant risk of infection. Wearing gloves does not diminish the need to wash your hands. Please remember to wash your hands properly as it is the number-one defense against any virus. Proper removal of gloves is important in reducing the risk of being exposed to contamination. Gloves may be used for cleaning purposes as needed. https://www.cdc.gov/vhf/ebola/pdf/poster-how-to-remove-gloves.pdf

In addition to using PPE, please remember to:

- Wash your hands often with soap and water for at least 20 seconds. Use hand sanitizer with at least 60% alcohol if soap and water are not available
- Avoid touching your eyes, nose, and mouth
- Cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow

Guidance if Exposed

Every precaution will be taken to avoid exposure to COVID-19, however we need to be prepared for that possibility. If you or someone you've been in contact with has been exposed to the virus, our first concern is for your health and safety and the health and safety of those around you.The CDC guidelines regarding exposure to a positive COVID case are as follows:

A person is considered to have been exposed if they were in close contact with an individual with confirmed positive COVID-19.
Close contact is defined as : being within 6 feet; for longer than 10 minutes; without a mask.

Follow CDC guidance for possible exposure.
https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html

1. Contact the following (in order of priority), let them know you have been exposed to COVID-19, then follow their instructions.
    a. Your healthcare provider
    b. Your district administrator
2. Your supervisor will work with administration to determine appropriate next steps.
3. In case of a severe emergency, call 911 and let them know you have been exposed to COVID19, then follow their instructions.

Presenting Symptoms

Refer to policies in appendix- Health Examinations and Immunizations, *B. Procedures for symptomatic staff and students;* Illness.

Symptomatic staff or students will not report to school. Staff will notify administration and follow recommendations provided.

- If an employee or student becomes ill at school, staff will contact the school nurse by phone to make her aware that they will be sent to the health office.
- Face coverings must be worn by students and staff in the hall and entry to the health office.
- The nurse will be masked when evaluating the individual.
- Determine if the individual had a recent exposure to a positive COVID-19 illness.

- Assess individuals.
- Proper documentation of the incident will be completed.
- If assessment warrants isolation, the employee or student will be directed to an isolation room, employee or student will maintain a mask/face covering. Explain that isolation is to help protect other employees and students and prevent the spread of the potential virus.
- The nurse will wear proper PPE as available and appropriate, this may include a protective mask (respirator as available or surgical mask), face shield, gown, bonnet/booties and gloves while care is provided.
- Open the window to provide extra ventilation if available.
- Notify custodial staff to secure ventilation containment as needed.
- The individual will continue to be carefully monitored by a responsible staff member and cared for as needed until picked up by an authorized adult.
- Staff will be evaluated for safe discharge either to self care or with a family member, if necessary.
- If the symptoms present as respiratory distress or as an emergency the existing emergency plan will be followed and 911 will be called in addition to parents/family.
- The nurse will follow current Communicable Disease Service guidance for illness reporting and consult with the local health department for guidance.
- The nurse will direct the ill employee to leave work to self care or will call the parent/guardian of the ill student to pick up the student timely.
- The nurse will direct the employee or parent of the student to consult with their medical provider for further care and instruction. To maintain as safe a school environment as possible, the failure of the ill person to seek consultation with a medical provider for evaluation may result in restrictions to reenter the school and require a need to follow full isolation at home per state guidelines.
- A staff member will escort to the designated exit to meet the parent/guardian when arrives.
- The nurse will alert the building administrator and Chief School Administrator of suspected COVID-19 symptoms.
- The nurse will follow contact tracing procedures for a *positive COVID-19* report guided by the local health department. The health department will advise procedures for notification necessary to employees and the school community of a potential exposure.
- The isolation area, suspected employee's or student's work area/classroom must be thoroughly cleaned and disinfected, in addition to other common surfaces.
- Nurses will follow up with family and document interactions.
- Suggest to present a medical clearance for re-entry.

Please note that nebulized medications are not recommended to be provided at this time during school hours. Should someone require respiratory medication a hand held MDI inhaler with a spacer will be recommended. Thank you for your cooperation and understanding as we limit unnecessary risks to students and staff.

Positive Cases

Refer to policies in appendix- Health Examinations and Immunizations, *C. Preparations for when someone tests positive for COVID-19, D. Protocols to address a positive case;* Illness.

If a school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials will coordinate with local health officials, for procedures for notification to staff, and families of a confirmed case while maintaining confidentiality. Proper precautions and CDC recommendations will be followed. https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.htm. All attempts to reduce risks of exposure are our goal, risks can not be fully eliminated. Notifications to the school community will be provided as directed by the local health department and administration.

Contact tracing will begin as directed by the Dept of Health. See below.

DOH recommendations state: (see current recommendations as these are fluid)

*If test **positive and symptomatic** remain home 10 days from start of symptoms plus 72 hours symptom and fever free without the use of an antipyretic (fever reducing agents)
*If **positive and asymptomatic** isolate 10 days from the date that the test was done
*If a **family member tests positive** and is unable to isolate from the rest of the family then a close family contact must quarantine for 14 days (full incubation period) and an **additional 10 days as described above.**

Retesting for re-entrance is not recommended.

If you have been diagnosed with COVID19, you may return to work when all 3 criteria are met:(see current guidelines as these are fluid).

1. At least 3 days (72 hours) have passed since recovery (no fever without the use of fever-reducing medications); and
2. You have significant improvement in respiratory symptoms (cough, shortness of breath, etc); and
3. At least 7 days have passed since symptoms first occurred.
4. If tested positive without symptoms, may return after 10 days from the date of testing. If symptoms develop, follow above criteria.

As these cases arise, remote learning will be available to students. Guidance will be sent home for Google Classroom and Google Meet.

6. Contact Tracing

Refer to policies in appendix- Health Examinations and Immunizations,*C. Preparations for when someone tests positive for COVID-19, D. Protocols to address a positive case;* Illness, *Contact Tracing.*

- Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19.
- It is a long-standing practice and is an integral function of local health departments. All school district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school district, should be provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease.
- School districts should collaborate with the local health department and engage their school nurses to develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing.

School nurses work to protect and improve the health of the school community. In doing this they are adept at contact tracing and practice this with all communicable diseases. Contact tracing information can be found here:
https://www.cdc.gov/coronavirus/2019-ncov/php/principles-contact-tracing.html

Additional Standards

Contact tracing policies should: (see policy in Appendix)
- Be developed in consultation with the board's local health department and with school nurses employed by the board;
- Identify the criteria an individual must meet in order to activate the board's contact tracing policy;
- Clearly describe the school or district's responsibilities regarding notification of:
  - It's local health department;
  - Staff, families and the public;
- Identify the school or district's role in assisting its local health department conduct contact tracing activities, including ongoing communication with the identified individual and/or their contacts.
- Ensure adequate information and training is provided to school and district staff as necessary to enable staff to carry out responsibilities assigned to them under the policy;
- Adhere to all applicable federal and state requirements regarding privacy of educational records (FERPA)

Summary

Avalon & Stone Harbor Schools:

A. All school district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school district, should be provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease.

B. School districts should collaborate with the local health department and engage their school nurses to develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing.

7. Facilities Cleaning Practices

School districts must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise. School districts must also develop a schedule for increased routine cleaning and disinfecting, especially of frequently touched surfaces and objects, and sanitize bathrooms daily and between use as much as possible.

Anticipated Minimum Standards

- Develop a schedule for increased, routine cleaning and disinfection included in the district's policy.
- Routinely clean and disinfect surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (doorknobs, light switches, classroom sink handles, countertops). Use all cleaning products according to the directions on the label. Examples of frequently touched areas in schools:
  - Classroom desks and chairs
  - Lunchroom tables and chairs
  - Door handles and push plates
  - Handrails
  - Kitchens and bathrooms
  - Light switches
  - Handles on equipment
  - Shared telephones
  - Shared desktops
  - Shared computer keyboards and mice
  - School bus seats and windows
- Sanitize bathrooms daily, or between use as much as possible.

Additional Standards

- Regarding bathrooms
  - Avoid crowds by limiting the number of students who enter at a time.
  - Designate staff members to enforce limited capacity and avoid overcrowding.
  - Prop doors open to avoid touching handles
- Drinking fountains should be cleaned and sanitized but encourage staff and students to bring their own water to minimize use and touching of water fountains.
- Hand sanitizer should be made available at the school bus entrance for each student to use when boarding. Similarly, students will be required to wear face coverings while riding on the bus if social distancing or physical barriers cannot be maintained.
- Bus drivers should be reminded to take certain personal hygiene actions(frequents hand washing) and be afforded the opportunity to do so (such as sufficient time between routes).
- School districts that will transport students between home and school should develop procedures that detail how school buses will be cleaned and sanitized.
  - Districts should develop a cleaning sanitizing checklist
- Develop a process for the routine cleaning and disinfecting of furniture, accounting for the materials used in furniture in each school building.
- Provide EPA-registered disposable wipes to teachers and staff so that commonly used surfaces (keyboards, desks, remote controls) can be wiped down before use.
- Ensure adequate supplies to support cleaning and disinfection practices.
- Cleaning and disinfecting school building after a person has been identified as COVID-19 positive:
  - Schools might need to implement short term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, CDC recommends the following procedures:
    - Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you can clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible.
    - Open outside doors and windows to increase air circulation in the area.
    - Cleaning staff should clean and disinfect all areas (offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces

Summary

Initial Facilities Cleaning

The safety of our employees and students are our first priority. Upon reopening, our schools have been completely cleaned and disinfected and we will continue to adhere to all necessary

safety precautions. In addition to the deep clean of the office and school before employees and students return, the cleaning steps outlined below are to be taken to disinfect workplace surfaces, chairs, tables, etc. to protect employees and reduce the risk of spread of infection. We will require employees to maintain this safety standard by continuously cleaning and disinfecting based on the frequency stated below.

General Disinfection

Category	Area	Frequency
Workspaces	Classrooms, Offices	At the end of each use/day
Appliances	Refrigerators, Microwaves, Coffee Machines	Daily
Electronic Equipment	Copier machines, Shared computer monitors, TV's, Telephones, keyboards	At the end of each use/day and/or between use
General Used Objects	Handles, light switches, sinks, restrooms	At least 4 times a day
Buses	Bus seats, handles/railing, belts, window controls	At the end of each use/day
Common Areas	Cafeteria, Library, Conference rooms, Gyms, Common Areas	At the end of each use/day; between groups

Deep Cleaning and Disinfection Protocol

Deep cleaning is triggered when an active employee or student is identified as positive for COVID 19 based on testing. Deep cleaning should be performed as soon as the confirmation of a positive test, as practical. While the scope of deep cleaning is presumed to be the full site, sites may reduce the footprint to be deep cleaned if there is sufficient rationale to do so, and they gain consensus of the superintendent and the COVID19 Crisis Team. Notwithstanding the above, if an active employee is confirmed to have a COVID19 positive test, in lieu of performing deep clearing, sites may shut down the site for a period of time for natural deactivation of the virus, followed by site personnel performing a comprehensive disinfection of all common surfaces.

8. Meals

If cafeterias or other group dining areas are in use, school districts must stagger eating times to allow for social distancing and disinfecting of the area between groups. Additionally, districts must discontinue family-style, self-service, and buffet-style dining and maintain social distancing. Cafeteria staff must wash their hands immediately after removing gloves and after directly handling used food service items.

Anticipated Minimum Standards

If cafeterias or group dining areas are used:
- Stagger times to allow for social distancing, and clean and disinfect between groups.
- Discontinue family style, self-service, and buffet.
- Clean and sanitize tables/surfaces between each meal service.
- Space students at least six feet apart.
- Individuals must wash their hands after removing their gloves or after directly handling used food service items.

Additional Standards

- Consider serving meals in classrooms outside when possible instead of group dining areas.
- Serve individually plated meals or meals in pre-packaged boxes or bags.
- Ensure students are not sharing food.
- Use disposable food service items (utensils, dishes)
  - If disposable items are not desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in the dishwasher.
- Encourage proper hand washing before and after eating meals.

Summary

Meals eaten with social distancing guidelines in effect. No buffet style meals- pack own or each meal taken to each student individually.
Water fountains will not be operational during this time, water hydration areas will be made available in the meantime in a designated area.

Avalon School: PK will have lunch in their rooms or outside weather permitting. Lunches will be picked up from the cafeteria by aides.

Grades 5-8 will be distanced at tables and will pick up their lunch individually when called. Study hall will follow the same guidelines for classroom use.

Disposal utensils will be provided, if disposable items are not available we will ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in the dishwasher.

Stone Harbor School: Students will eat in their classrooms or outside weather permitting. Custodians will deliver lunches to each classroom or outdoor space for staff distribution. Disposal utensils will be provided, if disposable items are not available we will ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in the dishwasher.

9. Recess/Physical Education

School districts must complete an inventory of outdoor spaces and mark off areas to ensure separation between students. Recess must be staggered by groups and staff must disinfect playground equipment and other shared equipment between uses. School districts should also consider closing locker rooms and encouraging students to wear comfortable clothing and safe footwear to school so they can participate in physical education classes without needing to change.

Anticipated Minimum Standard

- Stagger recess. If two or more groups are participating in recess at the same time, they should have at least 6 feet open space between them.
- Use cones, flags, tape, or other signs to create boundaries between groups.
- Always wash hands immediately after outdoor playtime.
- Stagger the use of playground equipment and establish frequent disinfecting protocols.
- Consider closing 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.
    - If not feasible to close, stagger use and clean and disinfect between use.
    - 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.
- Mitigate risk, limit and /or eliminate direct contact with equipment (lessons with no equipment) and do not allow sharing of equipment. If equipment must be shared clean and disinfect between each use.
- Designate specific areas for each class during recess to avoid cohort mixing

Summary

Outdoor Space & Recess

Schools will keep an inventory of outdoor spaces and mark off areas to ensure separation between students.

Recess must be staggered by groups and staff must disinfect playground equipment and other shared equipment between uses.

Avalon: Grade 5 will be distanced out in the field, no group sports. Any items handled will be left in the bin near the entry door for cleaning. PK will recess separately. The playground equipment will be sanitized in between use. Grade 6-8 do not have recess. They will report to study hall and follow classroom protocols.

Stone Harbor: A schedule will be in place for each grade level to have time on the recess field. Each class will have their own cart of items to use during outdoor recess and items will be left outside in the cart for disinfection at the end of the scheduled recess time. Playground equipment will be sanitized between use.

Locker Rooms

*School districts should also consider closing locker rooms and encouraging students to wear comfortable clothing and safe footwear to school so they can participate in physical education classes without needing to change.

Avalon School Gym Locker Rooms: Gym locker rooms will remain closed until approved by the Chief School Administrator to open. Students will be asked to wear comfortable clothing to school for gym with sneakers, etc appropriate for physical education activities.

10. Extracurricular Activities and Use of Facilities Outside of School Hours

All extracurricular activities must comply with applicable social distancing requirements and hygiene protocol. External community organizations that use school facilities must follow district guidance on health and safety protocols.

Anticipated Minimum Standards

- Adhere to all applicable social distancing requirements and hygiene protocol during any extra-curricular activities.
- Require any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.

Additional Standards

- Maximize the use of technology and online resources to continue some extra-curricular activities without additional person to person contact.
- Restrict use of school/district facilities to district sponsored extra-curricular activities and groups.
- Limit public use of school facilities or design a method, such as scheduling or increased cleaning, to ensure the use will not conflict with hygiene standards.
- Consider canceling field trips, assemblies, and other large gatherings.
- Cleaning/disinfecting schedule may not allow for in-person gatherings outside school hours.

Summary

A. All extracurricular activities must comply with applicable social distancing requirements and hygiene protocol. Extra-Curricular Clubs will follow the same guidelines as classroom and hallway use. Extra-Curricular clubs will be on hole for the first month of school. These clubs will be offered in person for students who are in the building. Some clubs, such as Homework Club may offer a virtual option dependent on student need.

B. External community organizations that use school facilities must follow district guidance on health and safety protocols. At this time the Avalon and Stone Harbor Schools will not allow outside groups to use the building.

C. Sports: The New Jersey State Interscholastic Athletic Association (NJSIAA) has established a COVID-19 Medical Advisory Task Force (MATF) responsible for providing guidance to allow New Jersey high school student-athletes to return to athletics as soon and as safely as possible. The NJSIAA is also convening a Sports Advisory Task Force that will be comprised of athletic directors from across the State and that will be charged with reviewing State and local health guidelines, as well as NJDOE guidance, regarding the 2020-2021 school year to determine, among other things, the extent to which changes may be needed for each interscholastic sports season.

Academic, Social, and Behavioral Supports

Ensuring staff and students' physical health and safety is only the first step to optimizing conditions for learning. The remainder of this section describes academic, social, behavioral supports that are embedded in the reopening plan to unlock educator capacity to teach and students capacity to learn, including:

- Social-Emotional Learning and School Climate & Culture
- Multi-tiered Systems of Support
- Wrap around supports
- Food service and distribution

Social-Emotional Learning and School Climate & Culture

Social emotional learning (SEL) will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. To this end, school districts are encouraged to thoughtfully plan around the well-being of educators so they can support the social and emotional well-being and learning needs of their students, acknowledge and prepare for the potential trauma that staff and students have faced during the COVID-19 school closures, and recognize and empower educators' and staff's strengths.

Educator Well-Being

As educators' social-emotional state improves, they will better be able to support the social-emotional well-being and learning needs of their students.

Considerations

- Provide time and space for individuals to process traumatic events, re-establish connections with each other, and receive support that promotes their healing.
- Prioritize educator self-care and wellness through the summer and at the start of the 2020-2021 school year.
- Support educators access to mental and behavioral resources and encourage them to utilize these services.
- Create opportunities for staff to regularly practice and reflect on their social and emotional competencies.

Trauma-Informed Social and Emotional Learning

The full impact of the pandemic and the collateral consequences from isolation, fear, and economic hardship have yet to be fully realized. In addition, students and staff returning for the 2020-2021 school year will be faced with new and intimidating routines and circumstances. We must address these challenges head-on to ensure that social and emotional learning are infused into everyday school life.

According to Teaching Tolerance, now more than ever we must focus on:
- Establish routine and maintaining clear communication;
- Prioritizing relationships and well-being over assignment and behavioral compliance;
- Supporting students and staff in feeling safe, connected, and hopeful.

Considerations

- Actions to consider first:
  - Make deliberate efforts to communicate the importance of SEL and how it relates to student success
- Actions to consider prior to school opening:
  - Provide Professional development to support educators.

- Integration of SEL in teaching, including the skills to foster positive learning environments and techniques for embedded SEL into instruction (in-person and remote and/or virtual instruction)
            - Understanding and utilization of trauma-informed practices.
            - Protocol for identifying and supporting students who may be experiencing social-emotional, behavioral, and mental health challenges.
        - Establish systems that promote supportive staff-student relationships to ensure that all students have at least one caring staff member who checks in regularly with them and who their family is able to connect with for needed support
        - Be proactive in preparing access to mental health and trauma supports for adults and students, which may include establishing partnerships with outside entities and agencies.
    - Actions to consider once the school year begins:
        - Create opportunities for staff and students to regularly practice and reflect on their social and emotional competencies. (Class Meetings, brain breaks, etc.)

School Culture and Climate

Creating a positive school climate and culture will address the issues raised by the Covid-19 pandemic and improve the conditions for all students in any of the in-person, hybrid, or virtual instructional models.

Considerations

- Prioritize the health and emotional well-being of staff and students above all else
- Plan to provide and sustain instruction on social norms, relationship building, and behavioral expectations beginning at the start of the school year.

Summary

Avalon & Stone Harbor Schools: The district/campus counselors will develop resources for parents and teachers to access. The counselors will work with students individually or in small groups to address any well-being needs.
The school resilience team will help with student and staff social emotional concerns as well.
SEL classes will be scheduled with each grade level cohort on a monthly basis.
Staff will follow protocol set in place for referrals.

Multi-Tiered Systems of Support

Multi-Tiered System of support (MTSS) is a comprehensive framework used to provide targeted support for all learners. It is rooted in supporting the "whole child", whether an advanced or struggling learner, through academic, behavioral, social and emotional services.

MTSS is a multi-tiered system of instruction and support in which teachers provide quality instruction across three tiers.

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Tier 1 is core instruction aligned to content standards appropriate for all students, including Bilingual and English Language Learners. This is essentially "great teaching." The majority of learners should make sufficient growth in this tier.

Tier 2 is more strategic support that includes specialized services for 10-15% of the population. These students are in need of supplemental resources that extend beyond the range of Tier 1 services.

Tier 3 includes the most intense support and is appropriate for about 1-5% of the student population. Here, students received more individualized support suited for their unique needs.

Wraparound Supports

Wraparound services differ from traditional school-based services in their comprehensive approach to addressing the academic, behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment. These include mental health support, primary health and dental care, family engagement, expanded before-school and afterschool and summer learning time, and mentoring programs.

Mental Health Supports

COVID-19 may have significant psychological and emotional impacts on students. These impacts may be caused by the loss of teachers, administrators, peers, and/or family members to the virus, difficult living situations due to financial stress, emotional and physical abuse, and unprecedented disruption to social interactions with peers. Without the support necessary to manage these stressors, students may struggle to meet their academic goals.

A mental health needs assessment tool such as the SHAPE System could be used to identify needs and gaps in support for all students

Considerations:

- Tier 1- Prevention and Universal Supports for All Students and Families
  - Provide access to resources to self-care, self-help, parent supports, and psychoeducational information.
  - Continue to utilize a trauma-sensitive and culturally responsive approach to student engagement and support.
  - Continue to develop efforts to provide Social and Emotional Learning (SEL) programming.
  - Consider planned check-ins with teachers and parents to assist in identifying at-risk students.
  - Share information with parents and educators regarding how to identify when a student may be struggling with a mental health issue.
- Tier 2- Establishing more intensive supports that can be provided to students who are identified as at-risk for mental health and/or substance abuse
  - Consider utilizing existing staff to provide support for students who are identified as needing assistance.

- ○ Connect families with local community providers, county resources, and other organizations to enhance Tier 2 and 3 support.
  - ○ Proactively reach out to the Care Management Organizations in Cape May and Atlantic County to establish connections to better support families who may be receiving or in need of Tier 2 or 3 supports outside of school.
  - ○ Explore higher education partnerships to assist with further development of mental health curriculum resources and supports.
- Tier 3- Individualized and intensive support for students who are identified as needing mental health and/or substance abuse interventions.
  - ○ Consider the school districts capacity to provide students with individualized counseling, monitoring of progress, and therapeutic support through existing programs and current staff.
  - ○ Collaborate with local community providers, county resources, and other organizations to enhance Tier 2 and Tier 3 supports.
  - ○ Connect students and parents to individual counseling, family therapy, out-patient programs, or addiction services as needed.

Primary Health and Dental Care

The American Academy of Pediatrics (AAP) has released guidelines for well-child visits and such visits should continue throughout the COVID-19 pandemic.

Considerations

- Engage school nurses in planning to meet the physical health, dental, and mental health needs of students in virtual, hybrid or in-person environments.
- Consider a virtual school health office model to address school health needs

Family Engagement

Throughout reopening, it is important to connect students and families to wraparound services that will be critical in the upcoming academic year such as health care, mental health supports, and other services to meet day to day needs.

Considerations

- Communicate plans in writing, including your expectations for students and families. Use multiple platforms to disseminate this information.
- Establish, strengthen, or continue valuable partnerships with municipal recreation departments and adult education programs, local community service organizations, non-profits, businesses, cultural organizations, religious organizations, and state agencies such as the Department of Children and Families.
- Conduct virtual home visits during the pandemic as a way for teachers to learn more about the families of their students, get the parents more involved in their child's education, and bridge cultural gaps that may exist.

Mentoring

Mentoring is another wraparound service shown to improve academic success and overall well being. Districts are encouraged to establish, strengthen, or continue partnerships with community organizations that provide mentorship opportunities for students, whether in-person or through remote mentorship. The Avalon Stone Harbor Schools teachers will act as mentors to students. Some students will be assigned to a faculty mentor.

Summary

Avalon and Stone Harbor Schools:
During the Wraparound process, a team of people who are relevant to the life of the child or youth (e.g., family members, members of the family's social support network, service providers, and agency representatives) collaboratively develop an individualized plan of care, implement this plan, monitor the efficiency of the plan, and work towards success over time. A hallmark of the Wraparound process is that it is driven by the perspectives of the family and the child or youth. The plan should reflect their goals and their ideas about what sorts of service and support strategies are most likely to be helpful to them in reaching their goals. The Wraparound plan typically includes formal services – including research-based interventions as appropriate to build skills and meet youth and family needs – together with community services and interpersonal support and assistance provided by friends, kin, and other people drawn from the family's social networks. After the initial plan is developed, the team continues to meet often enough to monitor progress, which it does by measuring the plan's components against the indicators of success selected by the team. Plan components, interventions and strategies are revised when the team determines that they are not working, i.e., when the relevant indicators of success are not being achieved.

Community Partnership: Information will be given on Cape May/Atlantic County Services available on an as needed basis.

Food Service and Distribution

School meals are critical to student health and well-being, especially for low-income students, and the NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of New Jersey's approximate 1.4 million students during all phases of school reopening. The Department is working with the Departments of Agriculture and Health to ensure that school district concerns related to food service are addressed as more guidance is made available.

The Avalon and Stone Harbor Schools will provide lunch services during in-person instruction only.

II. LEADERSHIP AND PLANNING

District and School level staff and parents developed a COVID19 Task Force Committee to organize and develop systems in place for the district's reopening. The committee members were selected from various departments and grade levels to get a diverse set of knowledge and skills. The committee members were then divided out into sub-committees for each school. As a whole, the committee held regular meetings followed by sub-committee meetings and email communications.

Restart Committee

The Restart Committee will work closely with the Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop district plans.

The Restart Committee includes:
- Board members: Lynn Schwartz, Mark Matreale (parent)
- Administration: Stacey Tracy, Linda Fiori, Renee Murtaugh (parent)
- Teachers: Pam Funk, Kelly McCorristin, Aldo Palmieri, Brie Schenck
- Child Study Team member: Maura Coskey (parent)
- School Counselor: Alanna Smallwood
- School Nurses: Debra Bossuyt, Cecilia Fox
- Custodian: Jason McGonagle
- Technology Coordinator: Tony Tomasello (parent)

Responsibilities:
- Prepare buildings and grounds, including but not limited to disinfection, revised access and circulation patterns, and add signage;
- Adopt contingency plans for emergency operations in the event facility closure becomes necessary; and
- Engage stakeholders to collect input and feedback on plans and policy changes.

Pandemic Response Team

The Pandemic Response Team will help with monitoring and maintaining the systems, procedures, and policies in place through this time period. They will meet with district administration to discuss topics as they arise for the health and safety of staff and students and adjustments to the plan may occur. This team will be paramount in deciding which phase the schools should move based public health conditions and state and county guidance changes.

The Pandemic Response Team includes:
- Administration: Stacey Tracy, Linda Fiori, Renee Murtaugh

- Teacher (association president or representative): Dawn Parry, Tony Tomasello
- Child Study Team member: Maura Coskey
- School Counselor: Alanna Smallwood
- School Nurse: Debra Bossuyt, Cecilia Fox
- Technology Coordinator: Tony Tomasello
- Parents: Mari Coskey, Tony Tomasello

Responsibilities:
- 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 protocol as needed.
- Providing staff with needed support and training.
- Reviewing school level data regarding health and safety measures and the presence of COVID10 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 posted by COVID-19.
- Providing necessary communications to the school community and to the district.
- Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

Scheduling

Scheduling has been modified to meet the needs of social distancing and lessen multiple teacher-student interaction. A block schedule is being put into place so students and staff will have the least amount of multiple teacher/student overlap interaction as possible.

Avalon Block Schedule

Monday				Tuesday			
5	**6**	**7**	**8**	**5**	**6**	**7**	**8**
Math 5	Writing/LA 6	Science 7	Writing/LA 8	Math 5	Writing/LA 6	Science 7	Writing/LA 8
Math 5	Writing/LA 6	Science 7	Writing/LA 8	Math 5	Writing/LA 6	Science 7	Writing/LA 8
Spanish 5	Writing/LA 6	SS 7	Writing/LA 8	Math 5	Writing/LA 6	Spanish 7	Writing/LA 8
Spanish 5	Writing/LA 6	SS 7	Writing/LA 8	Gym 5	Writing/LA 6	Spanish 7	Writing/LA 8
Lunch				Lunch			
Gym 5	Tech 6	Math 7	SS 8	Lib 5	Music 6	Math 7	Tech 8
Science 5	Gym 6	Math 7	Spanish 8	Science 5	Gym 6	Math 7	SS 8
Science 5	SS 6	Tech 7	Spanish 8	Science 5	Health 6	Music 7	Lib 8/Fin Lit 8

Wednesday				Thursday			
5	**6**	**7**	**8**	**5**	**6**	**7**	**8**
Writing/LA 5	Gym 6	Spanish 7	Math 8	Writing/LA 5	Math 6	Writing/LA 7	Science 8
Music 5	Science 6	Spanish 7	Math 8	Writing/LA 5	Math 6	Writing/LA 7	Science 8
SS 5	CBL 6	CBL 7	Health 8	Writing/LA 5	Art 6	Writing/LA 7	Spanish 8
SS 5			Gym 8	Writing/LA 5	Lib 6/Fin Lit 6	Writing/LA 7	Spanish 8
Lunch				Lunch			
Science 5	Spanish 6	Gym 7	CBL 8	CBL 5	SS 6	Health 7	Math 8
Health 5	Spanish 6	Math 7			Science 6	Gym 7	Math 8
Gym 5	Math 6	Science 7	Music 8	Art 5	Science 6	Fin Lit 7/Lib 7	Gym 8

Friday			
5	**6**	**7**	**8**
Writing/LA 5	Spanish 6	Math 7	Science 8
Writing/LA 5	Spanish 6	Gym 7	Science 8
Writing/LA 5	Math 6	Writing/LA 7	Science 8
Writing/LA 5	Math 6	Writing/LA 7	Gym 8
Lunch			
Tech 5	Science 6	Writing/LA 7	Art 8
Spanish 5	Science 6	Writing/LA 7	Math 8
Spanish 5	Science 6	Art 7	Math 8

Avalon Hybrid Block Schedule

Under the hybrid model, all teachers will be responsive to student emails and Google Classroom meets in order to assess student progress and provide assistance in response to their needs. Days on which students are working remotely, their parents will be expected to ensure that students are logging into the virtual classroom and completing assignments. Teachers will follow up and communicate with parents to ensure that students are not falling behind or losing pace.

A/B "Off" Days

Students are required to log into the virtual classroom for live streaming. Students and teachers will check in via email and access assignments and feedback through Google Classroom. During unscheduled periods, teachers may have virtual meetings with individual students and small groups as needed.

Monday (A group)				Tuesday (A group)			
5	**6**	**7**	**8**	**5**	**6**	**7**	**8**
Math 5	Health 6	Science 7	Writing/LA 8	Writing/LA 5	Music 6	Writing/LA 7	Science 8
Math 5	Tech 6	Science 7	Writing/LA 8	Writing/LA 5	Math 6	Writing/LA 7	Science 8
Spanish 5	Writing/LA 6	Tech 7	Writing/LA 8	Writing/LA 5	Spanish 6	Writing/LA 7	Music 8
Spanish 5	Writing/LA 6	Math 7	Writing/LA 8	Writing/LA 5	Spanish 6	Writing/LA 7	Math 8
Lunch				Lunch			
Science 5	Writing/LA 6	Math 7	Health 8	Library 5	Science 6	Music 7	Math 8
Science 5	Writing/LA 6	Spanish 7	FinLit 8	Tech 5	Science 6	Lib/FinLit 7	Spanish 8
Health 5	Math 6	Spanish 7	Tech 8	Music 5	FinLit/Lib 6	Health 7	Spanish 8

Wednesday

Math, Language Arts/Writing/Social Studies, Science and Spanish classes will have virtual meetings with each grade to review and assist with work. Specials and other courses will be scheduled for meeting times to have virtual meetings for additional instruction and help around the core course schedule. Under this hybrid schedule, Wednesday will offer a chance for the whole of each grade to work together virtually with their teachers for direct instruction, independent work, and small group work at each teacher's discretion.

Thursday (B group)				Friday (B group)			
5	**6**	**7**	**8**	**5**	**6**	**7**	**8**
Writing/LA 5	Art 6	Writing/LA 7	Science 8	Math 5	Health 6	Science 7	Writing/LA 8
Writing/LA 5	Math 6	Writing/LA 7	Science 8	Math 5	Tech 6	Science 7	Writing/LA 8
Writing/LA 5	Spanish 6	Writing/LA 7	Art 8	Spanish 5	Writing/LA 6	Tech 7	Writing/LA 8
Writing/LA 5	Spanish 6	Writing/LA 7	Math 8	Spanish 5	Writing/LA 6	Math 7	Writing/LA 8
Lunch				Lunch			
Library 5	Science 6	Art 7	Math 8	Science 5	Writing/LA 6	Math 7	Health 8
Tech 5	Science 6	Lib/FinLit 7	Spanish 8	Science 5	Writing/LA 6	Spanish 7	FinLit 8
Art 5	FinLit/Lib 6	Health 7	Spanish 8	Health 5	Math 6	Spanish 7	Tech 8

Stone Harbor Block Schedules

Period	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 8:55	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
1 8:55 9:35	Language Arts K	Language Arts K	Language Arts K	Language Arts K	Language Arts K
	Language Arts 1	Language Arts 1	Language Arts 1	Language Arts 1	Language Arts 1
	Math 2	Math 2	Math 2	Math 2	Math 2
	Language Arts 3	Language Arts 3	Language Arts 3	Language Arts 3	Language Arts 3
	Math 4	Math 4	Math 4	Math 4	Math 4
2 9:35 10:15	Language Arts K	Language Arts K	Language Arts K	Language Arts K	Language Arts K
	Language Arts 1	Language Arts 1	Language Arts 1	Language Arts 1	Language Arts 1
	Math 2	Math 2	Math 2	Math 2	Math 2
	Language Arts 3	Language Arts 3	Language Arts 3	Language Arts 3	Language Arts 3
	Math 4	Math 4	Math 4	Math 4	Math 4
3 10:15 10:55	Spanish K	Art K	Spanish K	Music K	Library K
	Math1	Math1	Math1	Math1	Math1
	Language Arts 2	Language Arts 2	Language Arts 2	Language Arts 2	Language Arts 2
	Math 3	Math 3	Math 3	Math 3	Math 3
	Language Arts 4	Language Arts 4	Language Arts 4	Language Arts 4	Language Arts 4
4 10:55 11:35	Math K	Math K	Math K	Math K	Math K
	Math1	Math1	Math1	Math1	Math1
	Language Arts 2	Language Arts 2	Language Arts 2	Language Arts 2	Language Arts 2
	Math 3	Math 3	Math 3	Math 3	Math 3
	Language Arts 4	Language Arts 4	Language Arts 4	Language Arts 4	Language Arts 4
5 11:35 12:15	Math K	Math K	Math K	Math K	Math K
	Language Arts 1	Science 1	HW/Recess 1/BB	Science 1	Language Arts 1
	HW/Recess 2/BB	Language Arts 2	Science 2	Language Arts 2	Science 2
	Language Arts 3	HW/Recess 3/BB	Science 3	Music 3	Science 3
	Science 4	Art 4	Language Arts 4	HW/Recess 4/BB	Language Arts 4
6 12:15 12:45	Lunch	Lunch	Lunch	Lunch	Lunch

Scheduling Note: HW is Handwriting, BB is Bathroom Break, WW is Writer's Workshop

Stone Harbor Block Schedules (Continued)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
7 **12:45** **1:25**	Science K	Health K	Science K	Language Arts K	Recess K
	Health 1	Art 1	Science 1	Spanish 1	Library 1
	Science 2	SS 2	Health 2	HW/Recess 2/BB	SS 2
	HW/Recess 3/BB	Tech/Stem 3	SS 3	Health 3	Science 3
	Science 4	SS 4	HW/Recess 4/BB	Music 4	Health 4
8 **1:25** **2:05**	Library K	Gym K	Library K	Recess K	Tech/Stem K
	Gym 1	HW/Recess 1/BB	Tech/Stem 1	Spanish 1	Library 1
	Tech/Stem 2	Art 2	Gym 2	Music 2	HW/Recess 2/BB
	Spanish 3	Tech/Stem 3	HW/Recess 3/BB	Gym 3	SS 3
	HW/Recess 4/BB	SS 4	Spanish 4	Tech/Stem 4	Gym 4
9 **2:05** **2:45**	Language Arts K	Gym K	Recess K	Handwriting K	Tech/Stem K
	Gym 1	Language Arts 1	Tech/Stem 1	Music 1	HW/Recess 1/BB
	Tech/Stem 2	HW/Recess 2/BB	Gym 2	Spanish 2	Library 2
	Spanish 3	Tech/Stem 3	Library 3	Gym 3	Language Arts 3
	Library 4	Language Arts 4	Spanish 4	Tech/Stem 4	Gym 4
10 **2:45** **3:25**	HW/Recess K	Gym K	SS K	SS K	Tech/Stem K
	Gym 1	SS1	Tech/Stem 1	HW/Recess 1/BB	SS 1
	Tech/Stem 2	SS 2	Gym 2	Spanish 2	Library 2
	Spanish 3	Art 3	Library 3	Gym 3	HW/Recess 3/BB
	Library 4	HW/Recess 4/BB	Spanish 4	Tech/Stem 4	Gym 4
3:25-3:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
3:30-3:40	Dismissal/Bus	Dismissal/Bus	Dismissal/Bus	Dismissal/Bus	Dismissal/Bus

Scheduling Note: HW is Handwriting, BB is Bathroom Break, WW is Writer's Workshop

Stone Harbor Hybrid Schedule *(Wednesday would be remote instruction)*

Period	Monday (A Group)	Tuesday (A Group)	Wednesday Remote Only (ALL)	Thursday (B Group)	Friday (B Group)
8:45 8:55	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
1 8:55 9:35	Language Arts K	Language Arts K	K-Schenck	Language Arts K	Language Arts K
	Language Arts 1	Language Arts 1	1-Robertson	Language Arts 1	Language Arts 1
	Math 2	Math 2	2-Millevoi	Math 2	Math 2
	Language Arts 3	Language Arts 3	3-Parry	Language Arts 3	Language Arts 3
	Math 4	Math 4	4-Salvesen	Math 4	Math 4
2 9:35 10:15	Language Arts K	Language Arts K	K-Scheck	Language Arts K	Language Arts K
	Language Arts 1	Language Arts 1	1-Robertson	Language Arts 1	Language Arts 1
	Math 2	Math 2	2-Millevoi	Math 2	Math 2
	Language Arts 3	Language Arts 3	3- Parry	Language Arts 3	Language Arts 3
	Math 4	Math 4	4-Salvesen	Math 4	Math 4
3 10:15 10:55	Library K	Art K	K-Schenck	Music K	Library K
	Math1	Math1	1-Millevoi	Math1	Math1
	Language Arts 2	Language Arts 2	2-Robertson	Language Arts 2	Language Arts 2
	Math 3	Math 3	3-Salvesen	Math 3	Math 3
	Language Arts 4	Language Arts 4	4-Parry	Language Arts 4	Language Arts 4
4 10:55 11:35	Math K	Gym K	K-Schenck	Math K	Gym K
	Math1	Math1	1-Millevoi	Math1	Math1
	Language Arts 2	Language Arts 2	2-Robertson	Language Arts 2	Language Arts 2
	Math 3	Math 3	3-Salvesen	Math 3	Math 3
	Language Arts 4	Language Arts 4	4-Parry	Language Arts 4	Language Arts 4
5 11:35 12:15	Spanish K	Health K	Gym/Health K	Spanish K	Health K
	Language Arts 1	Science 1	Tech/Stem 1	Science 1	Language Arts 1
	Science 2	Language Arts 2	Library 2	Language Arts 2	Science 2
	SS 3	Science 3	Spanish 3	Music 3	Science 3
	Science 4	Language Arts 4	4-Open for help	Science 4	Language Arts 4
6 12:15 12:45	Lunch	Lunch	Lunch	Lunch	Lunch

Stone Harbor Hybrid Schedule *(Continued)*

Period	Monday (A Group)	Tuesday (A Group)	Wednesday Remote Only (ALL)	Thursday (B Group)	Friday (B Group)
7 12:45 1:25	Math K	Math K	Tech/Stem K	Math K	Math K
	SS 1	Art 1	Library 1	Spanish 1	Library 1
	Library 2	Recess 2	Spanish 2	Recess 2	Health 2
	Health 3	SS 3	3- Open for Help	Health 3	Recess 3
	Spanish 4	Health 4	Gym/Health 4	Music 4	Tech/Stem 4
8 1:25 2:05	Tech/Stem K	Math K	Library K	Tech/Stem K	Math K
	Library 1	Tech/Stem 1	Spanish 1	SS 1	Tech/Stem 1
	Spanish 2	Art 2	2- Open for Help	Music 2	Gym 2
	Gym 3	Recess 3	Gym 3	Gym 3	Library 3
	SS 4	Gym 4	Tech/Stem 4	Spanish 4	SS 4
9 2:05 2:45	SS K	Language Arts K	Spanish K	Recess K	Language Arts K
	Recess 1	Health 1	1-Open for Help	Music 1	Health 1
	Health 2	SS 2	Gym/Health 2	Spanish 2	Library 2
	Spanish 3	Tech/Stem 3	Tech/Stem 3	Tech/Stem 3	SS 3
	Library 4	Art 4	Library 4	Health 4	Recess 4
10 2:45 3:25	Recess K	Language Arts K	K-Open for Help	SS K	Language Arts K
	Spanish 1	Gym 1	Gym/Health 1	Recess 1	Gym 1
	Gym 2	Tech/Stem 2	Tech/Stem 2	SS 2	Tech/Stem 2
	Library 3	Art 3	Library 3	Spanish 3	SS 3
	Tech/Stem 4	Recess 4	Spanish 4	Gym 4	Library 4
3:25-3:30	Homeroom	Homeroom		Homeroom	Homeroom
3:30-3:40	Dismissal/Bus	Dismissal/Bus		Dismissal/Bus	Dismissal/Bus

Hybrid Scheduling Note: On Wednesdays, classes will have virtual meetings for lessons, review and assist with work. Specials and other courses will be scheduled for meeting times to have virtual meetings for additional instruction and help around the core course schedule. Under this hybrid schedule, Wednesday will offer a chance for the whole of each grade to work together virtually with their teachers for direct instruction, independent work, and small group work at each teacher's discretion.

Staffing

Instructional Staff Should:
- Reinforce social distancing protocol with students and co-teacher or support staff
- Limit group interactions to maintain safety
- Support school building safety logistics (entering, exiting, restrooms, etc)

- Become familiar with district online protocol and platforms
- Plan standard-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both settings (remote or in person)
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Provide regular feedback to students and families on expectations and progress
- Set clear expectations for remote and in-person students.
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.)
- Instruct and maintain good practice in digital citizenship for all students and staff.
- Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
- Providing materials, manipulatives and items for at-home activities at no cost to families.
- Limiting on-line activities for preschool students.

Mentor Teachers:
- Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
- Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
- Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
- Continue to maintain logs of mentoring contact.
- Mentor teachers should consider all health and safety measures when doing in-person observations.
- Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- Consider alternative methods for classroom observations and avoiding in-person contact where possible.

Administrators:
- Consider roles for staff with health concerns, leverage them to enhance the virtual learning environment and inform in-person instruction.
- Provide time for staff collaboration and planning.
- Prioritize practical science and practical CTE areas for on-site operations.

- Identify teachers that may provide support to staff to continuously improve instruction in a virtual environment.
- Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- Hone collaboration, cooperation and relationship building skills using alternative methods to remain connected to virtual instruction.
- Assess teacher, student, and parents needs.
- Ensure students and parents receive necessary supports to ensure access to instruction.
- Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJFOE's Professional Standards for Teachers and NJ Professional STandards for Leaders.
- Collaborate on curriculum planning and assessing student academic and social emotional well-being when they return to school.
- Create and communicate realistic schedules to increase student engagement and accountability for both hybrid and remote learning models.
- Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

Educational Services:
- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.
- Manage an online platform for small groups of in-person students while the teacher is remote.
- Assist with the development and implementation of adjusted schedules.
- Plan for the completion of course requests and scheduling.
- Assist teachers with providing updates to students and families.
- Support embedding of SEL into lessons.
- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one on one interactions avoiding in-person contact where possible.

Support Staff:
- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one on one interactions avoiding in-person contact where possible.
- Pre-record read alouds and video around SEL activities and routines caption prerecorded instructional videos from general education teachers.
- Provide real-time support during virtual sessions.
- Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.

- Support families and students in accessing and participating in remote learning.
- Lead small group instruction in a virtual environment.
- Facilitate the virtual environment component of synchronous online interactions.
- Family workers will need to provide support to parents via virtual platforms.

Substitutes:
- Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
- Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
- Designate substitutes to a single building or grade level to avoid too much movement between schools.

Additional Staffing topics:
- Best practice and guidance from the American Academy of Pediatrics is to limit screen time for PK-2 students. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.
- Increase the need for all staff to address student trauma, social-emotional learning, and digital citizenship.

Athletics

Sports clubs will be held after school following the same outside only protocols.

III. CONTINUITY OF LEARNING

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

Districts must continue to meet their obligations to students with disabilities to the greatest extent possible. Specific strategies and considerations for students with disabilities must be critical points of discussion for every return-to-school scenario. The NJDOE will continue to update school districts and receive schools with any additional guidance from the United States Department of Education (USDE) on implementation of the Individuals with Disabilities Education Act (IDEA).

The Child Study Team Supervisor and case manager will maintain communication with teachers and families/students to ensure that IEP goals are addressed and accommodations and modifications are continually provided, including accessible materials and platforms. Related services will be provided in-person as available (during the student's in school day during the hybrid model) or remotely, to be decided by the IEP team. Evaluations will also be conducted in-person and remotely depending on need and availability. All attempts will be made to ensure accurate testing results.

Related services that are in-person will be provided in such a manner as to minimize risk potentials and adhere to safety guidelines. Groups will consist of only same-grade participants and rooms and materials will be cleaned and disinfected between therapy sessions.

Technology and Connectivity

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

Avalon and Stone Harbor Schools:
- Conduct a needs assessment. Determine the number of students that do not have internet access in order to access remote education.
- Students will be given their 1:1 devices the first week of school. Forms for permission and responsibility of devices need to be signed off on by parents through Genesis before distribution. Forms will be available to parents on Genesis prior to school opening so that the form responses may be collected before students report to school.
- The technology coordinator will be available to help students remotely when needed.

Curriculum, Instruction, and Assessments

In planning curriculum, instruction, and assessment for reopening, districts must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS). The NJDOE encourages districts to develop plans that are innovative, cultivate a clear sense of shared purpose and goals, encourage collaboration among educators, and foster an effective partnership approach with students' family members and caregivers.

Curriculum:
Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning they may have resulted from the extended school building closures. This loss includes not only the skills necessary to access grade-level material, but also content knowledge. To accelerate students' progress during the upcoming year, educators will be tasked with identifying what unfinished learning needs to be addressed. Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate support necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

The committee has planned for the following:

1. Optimize Instructional Services

   Re-entry Plan: We will gather data through various assessments. Math and Literacy assessments will be conducted to gather information on student level.

   Instructional Gaps: We will take the data from the baseline assessments to determine where the gaps are with each student. We had a successful remote learning program so we do not expect there to be larger gaps than if they were just out for the summer. If we do see larger gaps from remote learning we expect them in K-2 since they are foundational grade levels. Teachers will monitor students' progress on grade-appropriate assignments and adjust supports based on student results.

   Scope and Sequence: We may need to integrate previous grade level instructional standards into their current year of instruction if students did not retain information taught during remote learning.

2. Optimize Facility, Safety, and Security: We discourage sharing items that are difficult to clean or disinfect. For example, the sharing of school supplies. Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or

areas. Limit the use of supplies and equipment by one group of children at a time and clean and disinfect between use.

3. Optimize Student Services Committee:The school resiliency team, guidance counselor, staff and administration will be on alert for students who may be suffering academically, physically or emotionally during this time period. Services will be recommended through department forms and initial meetings to discuss concerns will be conducted in a timely manner.

Instruction:
- Teachers will design instruction to ensure all students have high access to high-quality instruction.
- Design for student engagement and foster student ownership of learning:
    - Leverage student strengths.
    - Foster student voice and choice to promote engagement and independent learning.
    - Use scaffolding to meet the unique needs of all students and accelerate learning without reducing rigor or sacrificing grade-level material.
    - Identify effective methods to differentiate student learning (ex., small group instruction, different tools/products).
    - Provide effective feedback that helps students anticipate and be successful on next steps.
- Develop students meta-cognition
    - Incorporate tie for self-reflection, pre-assessments at the start of units, and formative assessments throughout units.
    - Set reasonable expectations, build collaboration skills (peer-peer learning).
        - Build in time to help students develop skills such as self-regulation, time management, goal-setting, and effective teamwork.
    - Provide clear and flexible expectations:
        - Type and length of activities
        - Interactions:
            - Small group instruction, regular check ins, office hours (for students and/or parents)
        - How students will demonstrate learning (process over product)
            - Identify criteria to demonstrate mastery of standard(s) or grades on projects.
            - Use multiple approaches (ex., synchronous, asynchronous (teacher-created videos, screencasting, independent, analog).
        - Resource selection (high-quality)
            - Identify and address learning gaps.
            - Address different learning needs and interests.

- Evaluate which resources will be effective based on the learning environment: remote learning and hybrid and school-based spaces.

    ○ Recognize the impacts that home environments may have on learning as students reacclimate to in-person learning and adjust to new instructional models and schedules. Consider implementing project-based learning, learner-centered/student-guided learning.
    ○ Use a "show me" what you learned approach when possible.
- Collaborate with a child study team representative, technology coordinator, school counselors, and administration to determine what supports are needed for effective pedagogical approaches during remote or hybrid instruction.
    ○ Design learning experiences that:
        ■ Build student understanding by linking concepts within and across grades.
            ● Literacy blocks can be an opportunity to use non-fiction texts from science, social studies, health visual and performing arts.
            ● Provide direct instruction, student practice, enrichment activities.
        ■ Leverage student interest.
        ■ Address real-world issues.
    ○ Build capacity of and provide support to family members to enable them to become "learning partners."
    ○ Collaborate with colleagues:
        ■ Coordination of assignments; cross-curricular planning; common lessons and modules
    ○ Develop and build skills essential in this ever-changing, evolving world (see NJDOE Virtual Professional Learning).

Assessment:

For the purposes of this document, the different assessment types are defined as follows:
- Pre-assessment: Assesses a student's strengths, weaknesses, knowledge, and skills prior to instruction of new units.
- Formative: A planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners.
- Interim: A comparison of student understanding or performance against a set of uniform standards within the same school year at periodic intervals, frequently at the end of a grading period. It may contain hybrid elements of formative and summative assessments, or a summative test of a smaller section of content, like a unit or semester.
- Summative: A comparison of the performance of a student or group of students against a set of uniform standards to measure a student's achievement at the end of instruction.

Guidance was provided from NJDOE stating summative assessments are not appropriate for evaluating the needs of students and planning instruction; therefore, educators should focus on locally developed pre-assessments and formative assessments upon returning to school. In the absence of spring 2020 summative assessment data, school districts should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts. On-line pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of students strengths and areas of improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or an individual student basis.

The purpose of pre-assessments administered to students at the start of instructional units in the fall should be limited to informing instructional plans with respect to gaps in mastery of standards while continuing to move students forward at current grade-level. Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen. Pre-assessments should be considered "no-stakes" and simply be used to determine what learning gaps exist, and the extent of such gaps.

Avalon Stone Harbor Schools will utilize the following strategies with respect to student assessment as schools reopen for the 2020-2021 school year:

- Inventory Sources of Current Student Performance Data: Formative classroom assessments (quizzes, exit slips, etc), student observations, student self-assessments, district benchmark assessments, projects, etc. Make sure to utilize multiple sources of student data.
- Determine Appropriate Assessment Tools: Determine which assessments would be most appropriate to utilize in order to evaluate student strengths and areas for improvement.
- Data Analysis: Staff analysis of data to confirm or inform additional questions that need to be answered or understood.

Grading and Attendance

To receive credit and attendance for the courses for this school year students are expected to complete the assignments. Grading will continue the same throughout the year whether in person or remote instruction. Depending on a full return or hybrid rotation, guidelines for student check in will be building specific. During in person instruction, parents will be asked to fill out a health questionnaire each morning before school.

Avalon: Staff will take attendance during in person instruction. If we need to switch to remote learning, students will be responsible for checking into their classes on their Chrome books.
Stone Harbor: Staff will take attendance during in person instruction. In case of remote learning, Stone Harbor parents will be given a link through their email on file to check in their child for class each day.

Completion Protocols

Students not making progress, not completing academic work or opting not to participate during possible at home instruction, may be eligible for summer school or virtual summer school. For promotion to the next grade level, students will need to have completed the requirements outlined in the district's grading policy.

Return Phases

Phase 1: School Begins September 8th with a ½ day hybrid model.
Students return on an A/B cohort hybrid model with both in-person and virtual learning, 1 or 2-days in school with a reduced day (approximately 4 hours per day) and 2 or 3 days at home depending on group.

Phase 2: Begins September 14th with a full day hybrid model.
Students continue on an A/B cohort model, 2 days in school per week and 3 days remote, for a full instructional day.

Phase 3: Will be considered and implemented if public health conditions improve and state and county guidance changes.
This will be a full return to a five day schedule with the accommodations in plan in place.

Please Note: Avalon Stone Harbor schools will offer a virtual education option to students in all three phases.

Phase 4: Full return to a normal school day.

2020-2021 Learning Models

1. Full Online Instruction (Whole School Remote Plan)

In the event that the school does not reopen or has to close fully in the 2020-2021, we will follow our Covid-19 Closing Plan (see appendix).

The district is committed to the use of Google Classroom. If for whatever reason we switch to a remote learning environment we will be using Google Classroom and Class DoJo for assignments. We will be using the 5 day block schedule in the plan if we switch to this learning model.

Avalon: Students are comfortable with Google Classroom so they will continue use of this program from home if the district needs to switch to remote learning.

Stone Harbor: Students will be trained on the use of Google Classroom the first week of school. If remote learning, teachers will take the time to hold online meetings with students and parents to instruct them on how assignments will be accessed, etc.

Students Expectations: Students will log in to each class, complete the work on classroom and attend daily classroom meets. All assignments will be graded and used towards report card grades.

Parent Expectations: Ensure attendance check ins, students completing assignments, and maintain a schedule for each student. When necessary, help students when teachers are not available or make sure students connect with teachers during a scheduled time if they need extra help.

Teacher Expectations: Holding classroom meets & posting assignments to google classroom. The learning standards will be followed and assignments graded and used toward report card grades.

Instructional Staff Should:
- Become familiar with district online protocol and platforms
- Plan standard-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both settings (remote or in person)
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Provide regular feedback to students and families on expectations and progress
- Set clear expectations for remote students.
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.)
- Instruct and maintain good practice in digital citizenship for all students and staff.
- Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
- Providing materials, manipulatives and items for at-home activities at no cost to families.
- Limiting on-line activities for preschool students.

Support Staff:
- Lead small group instruction to ensure social distancing.

- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one on one interactions avoiding in-person contact where possible.
- Pre-record read alouds and video around SEL activities and routines caption prerecorded instructional videos from general education teachers.
- Provide real-time support during virtual sessions.
- Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- Support families and students in accessing and participating in remote learning.
- Lead small group instruction in a virtual environment.
- Facilitate the virtual environment component of synchronous online interactions.
- Family workers will need to provide support to parents via virtual platforms.

Substitutes:
- Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
- Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
- Designate substitutes to a single building or grade level to avoid too much movement between schools.

Schedules and Online Access Codes
Online components that will aid to deliver weekly live and recorded instruction from the classroom teacher. Classroom teachers will distribute access codes to students through Google Classroom or email.

If we move to remote learning, a half day instruction schedule will be in place to cut down on student screen time.

2. Hybrid Plan (Phase 1: ½ days the first week; Phase 2: full day)

The Hybrid Plan will allow for half the class (A group) to come in on Monday and Tuesday and the other half of the class (B group) to come in on Thursday and Friday. Wednesday will be a deep cleaning day where teachers only will report to school and offer remote classes, office hours, offer extra help for students through classroom, upload classroom assignments for students working from home, etc.
All of the policies and procedures in this plan will be in effect for the in-person instructional days. The remote days will be students working from home on assignments given to them from the day they had their in-person instruction or through the google classroom page. The teachers will not be able to have live remote classes during this time as they will be teaching students in the class.

The remote days students will remote into the classroom from home for all classes, except for gym. Students will watch the lesson in class and complete assignments. If handouts are given they will be uploaded to google classroom or emailed to students at home to complete. Needed supplies would be available for pick up for students to complete assignments from home.
Students will be trained on the online expectations/procedures the first week of school. Staff will be in the school building for all five school days. Halfway through the year, students will switch groups in order to receive all special area instruction.

Student Expectations:
Stone Harbor students/parents would check in using the link provided for attendance. Avalon Students would have to check in during the teachers scheduled time when they are the remote learning group. All students need to be responsible for any assignment given to them from their days in school, class DOJO or through google classroom. All work (remote and in-class) will be graded.

Parent Expectation: Ensure attendance check ins, students completing assignments, and maintain a schedule for each student. When necessary, help students when teachers are not available or make sure students connect with teachers during a scheduled time if they need extra help.

Teacher Expectations:
Provide office hours throughout the week and be prepared for assignment for both groups to complete. Office hours will be assigned for each teacher so they do not conflict with other grade level subjects or classes. Wednesday's will also be a time for teachers to hold whole class google meets, meet with students who need extra help, upload assignments and videos if needed.
Teaching videos can be posted to google classroom for instruction for remote days, if needed. All assignments should be posted to the classroom or given to remote students by the start of the school day each day.
Teachers will need to answer questions from students joining through google meet as well as students in-person. There should be no difference in attention and standard of education for either group.

Instructional Staff Should:
- Reinforce social distancing protocol with students and co-teacher or support staff
- Limit group interactions to maintain safety
- Support school building safety logistics (entering, exiting, restrooms, etc)
- Become familiar with district online protocol and platforms
- Plan standard-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both settings (remote or in person)

- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Provide regular feedback to students and families on expectations and progress
- Set clear expectations for remote and in-person students.
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.)
- Instruct and maintain good practice in digital citizenship for all students and staff.
- Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
- Providing materials, manipulatives and items for at-home activities at no cost to families.
- Limiting on-line activities for preschool students.

Support Staff:
- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one on one interactions avoiding in-person contact where possible.
- Pre-record read alouds and video around SEL activities and routines caption prerecorded instructional videos from general education teachers.
- Provide real-time support during virtual sessions.
- Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- Support families and students in accessing and participating in remote learning.
- Lead small group instruction in a virtual environment.
- Facilitate the virtual environment component of synchronous online interactions.
- Family workers will need to provide support to parents via virtual platforms.

Substitutes:
- Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
- Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
- Designate substitutes to a single building or grade level to avoid too much movement between schools.

3. Full In Person Instruction (Phase 3)

Students will come to school five full days. This will allow students to get the most out of teacher instructional time by coming to school five days a week. All of the above policies and procedures will be in place for the in-person instruction days.

Students Expectations: Students will be ready to learn. Practice good hand washing. Keep their distance from others. Follow rules and procedures set in place.

Parent Expectations: Parents will fill out a check in form that has them access student health before sending them to school. Parents will support the school district with the decisions in the plan to create a safe and healthy environment for students.

Teacher Expectations: Teachers will uphold the policies and procedures in the plan while creating and instructing lessons that cover the standards during this time.
Instructional Staff Should:
- Reinforce social distancing protocol with students and co-teacher or support staff
- Limit group interactions to maintain safety
- Support school building safety logistics (entering, exiting, restrooms, etc)
- Become familiar with district online protocol and platforms
- Plan standard-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both settings (remote or in person)
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Provide regular feedback to students and families on expectations and progress
- Set clear expectations for remote and in-person students.
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.)
- Instruct and maintain good practice in digital citizenship for all students and staff.
- Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
- Providing materials, manipulatives and items for at-home activities at no cost to families.

Support Staff:
- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.

- Consider alternative methods for one on one interactions avoiding in-person contact where possible.
- Pre-record read alouds and video around SEL activities and routines caption prerecorded instructional videos from general education teachers.
- Provide real-time support during virtual sessions.
- Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- Support families and students in accessing and participating in remote learning.
- Lead small group instruction in a virtual environment.
- Facilitate the virtual environment component of synchronous online interactions.
- Family workers will need to provide support to parents via virtual platforms.

Substitutes:
- Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
- Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
- Designate substitutes to a single building or grade level to avoid too much movement between schools.

4. Remote Learning (Choice option during all phases)

The New Jersey Department of Education (NJDOE) Anticipated Minimum Standard provides that, in addition to the methods and considerations explicitly referenced in the NJDOE guidance, The Road Back: Restart and Recovery Plan for Education, for scheduling students for in-person, remote, or hybrid learning, families/guardians may submit, and the district shall accommodate, requests for full time remote learning.
Such requests may include any service or combination of services that would otherwise be delivered on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education and related services. A family/guardian may request that some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the district's reopening plan.

A. Unconditional Eligibility for Full-Time Remote Learning
All students shall be eligible for full-time remote learning. Eligibility shall not be conditioned on a family/guardian demonstrating a risk of illness or other selective criteria. This includes students with disabilities who attend school in-district or are placed at receiving schools.

B. Procedures for Submitting Full-Time Remote Learning Requests
Recognizing that planning is required in order to provide continuity in the student's educational program and arranging the appropriate staff and resources, a family/guardian shall submit a request for full-time remote learning by Thursday, August 6th, including requests to begin the

school year receiving full-time remote learning and requests to transition from in-person or hybrid services to full-time remote learning during the school year.

Procedures for submitting the request during the school year are as follows:
1. The request shall be submitted to the administration at least five days before the start of the Marking Period (MP 2 starts on 11/3rd, MP 3 starts on 1/25th, MP 4 starts on 4/1st.)
2. Requests shall be approved three days after the receipt of the request;
3. Questions and concerns may be directed to the principal or his or her designee;
4. The family/guardian shall submit the following information or documentation with their request. The documentation shall not exclude any students from the school'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:

a. Verification of the technology necessary to receive remote instruction (including camera and speaker capability) and assurance that the student will have access to the device for the length of the school day;
b. Verification of internet access and/or Wi-Fi sufficient to receive remote instruction.

Families/guardians having limited access to equipment or the internet shall inform the principal or his or her designee. The district shall make a reasonable effort to support the remote instruction by facilitating services and/or providing equipment.

5. For students with disabilities, the district shall determine if an IEP meeting or an amendment to a student's IEP is needed for full-time remote learning.
6. Families/guardians shall submit a request according to the procedures above for transitioning their student from in-person or hybrid delivery to full-time remote delivery;
7. Families/guardians are expected to cooperate in setting up the transition and may be required to participate in scheduled meetings (in-person or video or tele conferences) during the transition period;
8. School teachers, administrators and other school staff shall endeavor to provide supports and resources to assist families/guardians, particularly those of younger students, with meeting the expectations of the district's remote learning option.
Upon satisfaction of these minimum procedures, the district shall approve the student's full-time remote learning request.

C. Scope and Expectations of Full-Time Remote Learning

A student participating in the board's full-time remote learning option shall be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in district programs (e.g. students participating in a hybrid model). This includes but is not limited to:

1. Access to standards-based instruction of the same quality and rigor as that afforded all other students of the district;
2. The district shall make its best effort to ensure that every student participating in remote learning has
access to the requisite educational technology;
3. Special education services and related services provided shall be provided to the greatest extent possible.

D. Procedures to Transition from Full-Time Remote Learning to the In-Person Educational Program
A student shall be eligible to transition to the in-person educational program. This will allow families/guardians to make the arrangements needed to effectively serve students' home learning needs and will support educators in ensuring continuity of instruction. The family/guardian shall submit a request to transition from full-time remote learning to the in-person educational program according to the following procedures:

1. The request shall be submitted to the administrator at least five days before the start of the semester. The principal may consider requests submitted during the semester on a case by case basis;
2. Requests shall be approved three days after the receipt of the request;
3. Questions and concerns may be directed to the administrator or his or her designee;
4. The family/guardian shall submit the following information or documentation with their request. The documentation shall not exclude any students from the school's in-person educational program, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of a successful transition to the in-person education program:
a. Summary of synchronous and asynchronous learning opportunities successfully completed;
b. Summary of synchronous and asynchronous learning opportunities still working through;
c. The student shall submit to the COVID screening process upon reentry to the school.

5. Students transitioning to the in-person educational program may be required to submit to an academic assessment prior to being placed in a class. Remediations shall be provided for students that need them;
6. Families/guardians are expected to cooperate in setting up the transition and may be required to participate in scheduled meetings (in-person or video or teleconferences) during the transition period.

E. Remote Learning from the classroom
Students will remote into the classroom from home for all classes, except for gym. Students will watch the lesson in class and complete assignments. If handouts are given they will be uploaded to google classroom or emailed to students at home to complete. Needed supplies

would be available for pick up for students to complete assignments from home. Students will be trained on the online expectations/procedures the first week of school.

Student Expectations:
Stone Harbor students/parents would check in using the link provided for attendance. Avalon Students would have to check in to each class. All students will be responsible for any assignment given to them from the streamed class lesson, class DOJO and/or through google classroom. All work will be graded.

Parent Expectation: Ensure attendance check ins and log into the classroom meets. Also check to make sure students are completing assignments. When necessary, help students when teachers are not available or make sure students connect with teachers during a scheduled time if they need extra help.

Teacher Expectations:
Provide office hours throughout the week and be prepared for assignment for both groups to complete. Office hours will be assigned for each teacher so they do not conflict with other grade level subjects or classes. All assignments should be posted to the classroom or given to remote students by the start of the school day each day.
Teachers will need to answer questions from students joining through google meet as well as students in-person. There should be no difference in attention and standard of education for either group.

Instructional Staff Should:
- Become familiar with district online protocol and platforms
- Plan standard-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both settings (remote or in person)
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Provide regular feedback to students and families on expectations and progress
- Set clear expectations for remote and in-person students.
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.)
- Instruct and maintain good practice in digital citizenship for all students and staff.

- Providing materials, manipulatives and items for at-home activities at no cost to families.
- Limiting on-line activities for preschool students.

Support Staff:
- Provide real-time support during virtual sessions.

- Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- Support families and students in accessing and participating in remote learning.
- Lead small group instruction in a virtual environment.
- Facilitate the virtual environment component of synchronous online interactions.
- Family workers will need to provide support to parents via virtual platforms.

Professional Learning

It is imperative that districts provide professional learning that will better equip leaders, staff, substitutes, students, and parents/caregivers to adapt to altered educational environments and experiences. Among the most critical focus areas are training to address the learning loss for the most vulnerable populations (students with disabilities, English language learners, students without proper technology or internet access, etc.), and preparing and supporting educators in meeting the social emotional, health, and academic needs of all students.

Staff Training

It is imperative that districts provide professional learning that will better equip leaders, staff, substitutes, students, and parents/caregivers to adapt to altered educational environments and experiences. Among the most critical focus areas are training to address the learning loss for the most vulnerable populations (students with disabilities, English language learners, students without proper technology or internet access, etc.), and preparing and supporting educators in meeting the social emotional, health, and academic needs of all students.

Pre-return to school:
Information in this plan will be presented remotely and shared electronically to ensure understanding and preparedness prior to the first day of school.

Staff Professional Development:
It is very important that all employees understand the safety requirements, protocols and expectations to ensure everyone and their communities stay safe and prevent the spread of the virus.

We will structure the training plan to effectively disseminate information to all teams and audiences.

Content Covered:
1. All training topics can be reinforced with signage in the buildings.
2. School/District checklists
3. Response Teams
4. Disinfection Measures

5. Transportation
6. Isolation protocols
7. On site health screening
8. Daily self-screenings
9. Visitors
10. Cleaning Crew Protocols

Professional Learning

Tasks: Develop a plan for professional development for our staff for:
1. Google Applications- tiered level trainings/behavior supports
2. Social and Emotional Connections
3. Public School PD Requirements with added Covid related content provided via Safe Schools learning modules.

Career and Technical Education (CTE)

CTE programs and the postsecondary credentials and opportunities they offer serve as key momentum points for individuals on a path to economic opportunity, especially those from underserved communities. Maintaining these opportunities is vital for students, families, communities, and the State. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered. In order to keep students from intermixing between grades and limit the number of teachers students are exposed to in a given day, Choice-Based Learning classes will follow a rotation with each grade level spending a marking period or partial marking period attending a different content area. Content areas available are art, music, technology, STEM, culinary arts, study skills (5th grade only), and SEL.

IV. POLICY AND FUNDING

Policy

1. School districts must adopt a policy for safely and respectfully screening students and employees for symptoms of and history of exposure to COVID-19. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. If a school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality. (see Appendix)

2. Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19. It is a long-standing practice and is an integral function of local health departments. All school district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school district, should be provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease. School districts should collaborate with the local health department and engage their school nurses to develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing and assisting as necessary. (see Appendix)

Funding

1. PPE equipment
2. Plexiglass
3. Sanitizing Equipment & Supplies
4. Committee Meetings and Trainings
5. Extra custodial staff and/or supports
6. Extra equipment & supplies due to no sharing amongst students

V. APPENDIX

Policy: 5141.2 - Illness

Policy: 5141.3 - Health Examinations and Immunizations

Policy: 3510 - Operation and Maintenance of Plant

Policy: 1250- Visitors

Policy: 3541.33 - Transportation Safety

Policy: 6173.1 - Remote Learning

Covid 19 Scenarios & Benefits Available

Avalon School Long-Term Closure Education Plan

Stone Harbor School Long-Term Closure Education Plan

CDC and NJDOH posters and reference materials

Medical and Nursing references

Sample Online screening checklist

Sample Entry PASS

Suggested Infection Control materials and PPE for designated school community

2020-2021- School Calendar

AVALON/STONE HARBOR BOARDS OF EDUCATION   **FILE CODE: 5141.2**
POLICY MANUAL   __X__   **Monitored**
                                                   __X__   **Mandated**
Policy   __X__   **Other Reasons**

* This is a modified model policy from the Critical Policy Reference Manual (CPRM). It has been revised to include some of the requirements of the NJDOE Guidance: The Road Back: Restart and Recovery. The changes are highlighted below.

ILLNESS

When pupils are taken suddenly ill in school, they shall be sent or escorted to the nurse's office. If the nurse is not in the medical office, the pupil shall be sent or taken to the building principal's office. In general, the same procedures that apply to accidents shall apply to sudden pupil illness. The chief school administrator, in cooperation with the medical inspector, shall implement this policy.

Control of Contagious Diseases or Conditions

In order to protect the health of the pupils in our schools, all regulations of the state department of education, the state department of health and the local board of health shall be scrupulously observed, particularly those dealing with contagious or infectious diseases or conditions. Pupils who have been absent because of contagious or infectious diseases or conditions must present a certificate of recovery from a licensed physician or be examined by the medical inspector.

The school nurse shall observe pupils who show evidence of communicable disease and recommend their exclusion to the school principal. Recommendations shall be consistent with reporting requirements on communicable diseases as set forth in the New Jersey Health Code. Such pupils shall be isolated in the nurse's office until a parent/guardian picks them up, and any necessary measures have been taken to prevent spread of the infection. The school nurse, under the direction of the medical inspector, shall instruct all teachers in the symptoms of the most common diseases or conditions at least once a year.

Any student with HIV infection or AIDS or who lives with or is related to someone with HIV or AIDS shall not be excluded from general education, transportation services, extracurricular activities, athletic activities, assigned to home instruction or classified as eligible for special education because of the HIV infection. The school nurse shall recommend the exclusion of any individual with weeping skin lesions that cannot be covered.

In addition to the review of health and safety measures required by law, the school nurse shall individually instruct teachers from whose classrooms a pupil has been excluded in the symptoms of the disease for which the pupil was excluded. Student rights and confidentiality shall be protected in accordance with law. No teacher shall attempt to diagnose any illness of a pupil, but shall refer suspected cases to the nurse immediately.

Contact Tracing

Contact tracing is the process used to identify those who come into contact with people who have tested positive for many contagious diseases, including COVID-19. Contact tracing is used by health departments to prevent the spread of infectious disease. In general, contact tracing involves identifying people who have an infectious disease (cases) and their contacts (people who may have been exposed) and working with them to interrupt disease transmission. For COVID-19, this includes asking cases to

isolate and contacts to quarantine at home voluntarily.

All procedures will adhere to applicable federal and state law and regulations regarding privacy and the confidentiality of records.

Contact tracing for COVID-19 typically involves:

A. Interviewing people with COVID-19 to identify everyone with whom they had close contact during the time they may have been infectious;

B. Notifying contacts of their potential exposure;

C. Referring contacts for testing;

D. Monitoring contacts for signs and symptoms of COVID-19; and

E. Connecting contacts with services they might need during the self-quarantine period.

To prevent the further spread of disease, COVID-19 contacts are encouraged to stay home and maintain social distance (at least 6 feet) from others until 14 days after their last exposure to a person with COVID-19. Contacts should monitor themselves by checking their temperature twice daily and watching for symptoms of COVID-19.

The school nurse shall consult with the local health department in the development, review and revision of the district contact tracing policy and procedures. The school nurse and the building principal are the designated staff liaisons responsible for providing notifications and carrying out other components of the board's contact tracing policy.

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

A staff member shall immediately notify the principal and the school nurse when he/she observes symptoms consistent with COVID 19 or becomes aware that an individual who has spent time in a district facility tests positive for COVID-19. The school nurse shall immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality when the COVID-19 test is positive.

When the individual exhibits symptoms the school nurse will ensure that the student is taken to the designated isolation area. The nurse will examine the individual and may refer them for testing and treatment. A student exhibiting symptoms of COVID 19 may be required to submit to a COVID 19 test. The school nurse shall require the certification of a physician that the student is contagion free before readmitting a student to school. The nurse shall report all students testing positive for COVID 19 to the health department. The health department shall conduct the contact tracing.

Symptoms of COVID 19 include:

A. A fever of 100° F or greater;

B. Cough;

C. Shortness of breath or difficulty breathing;

D. Chills;

E. Repeated shaking with chills;

F. Muscle pain;

G. Headache;

H. Sore throat;

I. New loss of taste or smell;

J. Fatigue;

K. Congestion or runny nose;

L. Nausea or vomiting;

M. Diarrhea

All school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school and district, shall be provided information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease.

The school nurse or his or her designee shall make information available and/or conduct virtual information sessions to educate the broader school community on the importance of contact tracing.

Handling Blood and Body Fluids

The chief school administrator and medical inspector shall develop detailed routine procedures based on New Jersey administrative code and guidelines from the Centers for Disease Control for proper handling of blood and body fluids resulting from illness/accidents in the schools. These procedures shall be disseminated to all district staff and volunteers.

The medical inspector shall report all cases of communicable disease to the local board of health as required by law.

	Avalon	Stone Harbor
Adopted:	5/11/88	6/29/94
NJSBA Review/Update:	July 2020	July 2020
Readopted:		

Key Words

Illness, Sickness, Body Fluids

Legal References: N.J.S.A. 18A:16-6 — Indemnity of officers and employees against civil actions

N.J.S.A. 18A:16-6.1 — Indemnity of officers and employees in certain criminal actions

N.J.S.A. 18A:40-3 — Lectures to teachers

N.J.S.A. 18A:40-7	Exclusion of pupils who are ill	
N.J.S.A. 18A:40-8	Exclusion of pupils whose presence is detrimental to health and cleanliness	
N.J.S.A. 18A:40-10	Exclusion of teachers and pupils exposed to disease	
N.J.S.A. 18A:40-11	Exclusion of pupils having communicable tuberculosis	
N.J.S.A. 18A:40-12	Closing schools during epidemic	
N.J.S.A. 18A:40-25	Boards of education to provide nursing care to students in nonpublic schools	
N.J.S.A. 26:2T-1	Newly diagnosed Hepatitis C case; information,	

reports

N.J.S.A. 26:4-6	Prohibiting attendance of teachers or pupils
N.J.S.A. 26:4-15	Reporting of communicable diseases by physicians
N.J.S.A. 26:5C-1 et seq.	AIDS Assistance Act
N.J.A.C. 6A:16-1.1 et seq.	Programs to Support Student Development
See particularly:	
N.J.A.C. 6A:16-1.3,	
-2.1 et seq.	
N.J.A.C. 8:57-1.1 et seq.	Reportable Communicable Diseases
See particularly:	
N.J.A.C. 8:57-1.3, -1.7, -2	
N.J.A.C. 8:61-1.1	Attendance at school by pupils or adults infected by Human Immunodeficiency Virus (HIV)

Plainfield Board of Education v. Cooperman, 105 NJ 587 (1987)

The NJDOE Guidance: *The Road Back: Restart and Recovery* at:
https://www.nj.gov/education/reopening/

Possible		
Cross References:	*1410	Local units
	*4112.4/4212.4	Employee health
	*4131/4131.1	Staff development; inservice education/visitations/conferences
	*5113	Attendance, absences and excuses
	*5125	Pupil records
	*5131.6	Drugs, alcohol, tobacco (substance abuse)
	*5141	Health
	*5141.1	Accidents
	*5141.4	Child abuse and neglect
	*5141.8	Sports related concussion and head injury
	*5200	Nonpublic school pupils
	*6142.13	HIV prevention education

*Indicates policy is included in the Critical Policy Reference Manual.

AVALON/STONE HARBOR BOARDS OF EDUCATION	FILE CODE: 5141.3
POLICY MANUAL	__X__ Monitored
	__X__ Mandated
*Policy	__X__ Other Reasons

*** This is a modified model policy from the Critical Policy Reference Manual (CPRM). It has been revised to include some of the requirements of the NJDOE Guidance: The Road Back: Restart and Recovery. The changes are highlighted below.***

HEALTH EXAMINATIONS AND IMMUNIZATIONS

Pupils who enter the district schools for the first time shall have a medical examination conducted at the medical home of the student, and a full report sent to the school. If a student does not have a medical home, the district shall provide this examination at the school physician's office or other appropriately equipped facility. "Medical home" means a health care provider and that provider's practice site chosen by the student's parent/guardian for the provision of health care. As the school physician is also a health care provider, the parent/guardian may request that the school physician provide the medical examination.

A pupil shall be exempted from mandatory immunization if the parent/guardian objects to immunization in a written statement submitted to the principal, signed by the parent/guardian, explaining how the administration of immunizing agents conflicts with the pupil's exercise of bona fide religious tenets or practices. General philosophical or moral objection to immunization shall not be sufficient for an exemption on religious grounds.

Every pupil who enters the district schools for the first time shall present an immunization record as required by law. At the parent/guardian's request, these immunizations may be administered by the school physician.

NOTE: THIS IS PERMISSIVE, NOT REQUIRED.

In order to protect the health of the children and staff in district schools, all regulations of the state department of education, the state department of health and the local board of health shall be scrupulously observed, particularly those dealing with contagious/infectious diseases or conditions. Pupils seeking to enter school who have been identified as having a communicable/infectious disease or condition shall not be enrolled unless they qualify under the above agencies' rules pertaining to periods of incubation, communicability, quarantine, and reporting.

The chief school administrator or his/her designee shall formulate regulations that ensure immunization records are reviewed and updated annually pursuant to N.J.A.C. 8:57-4.1 through 4.16. The chief school administrator shall also formulate regulations for this policy and for regular pupil health examinations at appropriate grade levels; before participation in sports programs; and for tuberculosis, scoliosis, hearing loss, visual acuity and any other physical examinations required by law. Any health defects revealed by any examination given by the school health services must be reported to the parent/guardian. The board shall review the regulations and adopt those required by law.

Pandemic Reopening and Recovery

A. Screening and Personal Protective Equipment (PPE)

    1. Adequate amount of personal protective equipment (PPE) shall be available, accessible, and

provided for use by staff and students.

2. School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
3. Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health.
4. Staff and students shall be screened for entry into the school building;
5. The principal or his or her designee shall develop a school entry plan that includes:

   a. Staff assigned to do the screening;
   b. Designated entrances that will be used to admit students;
   c. The assignment of classes and grades to designated entrances and/or designated entrance times;

6. Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms;
7. Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations;
8. Results must be documented when signs/symptoms of COVID-19 are observed;
9. Screening procedures shall take into account students with disabilities and accommodations that may be needed in the screening process for those students;

B. Procedures for symptomatic staff and students:

1. The school principal or his or her designee shall establish an isolation space;
2. Students and staff with symptoms related to COVID-19 shall be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult;
3. Staff must provide continuous monitoring of symptoms;
4. The current Communicable Disease Service guidance for illness reporting shall be followed;
5. If a staff member becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, the staff members shall notify the principal and the school nurse. The school nurse shall immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality;

C. Preparations for when someone tests positive for COVID-19:

1. The school principal or his or her designee shall establish an isolation space;
2. Students and staff with symptoms related to COVID-19 shall be safely and respectfully taken to the designated isolation space and isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult;
3. The current Communicable Disease Service guidance for illness reporting shall be followed;
4. Readmittance to school shall be consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19;
5. Contact tracing shall be initiated including records of groups/cohorts, assigned staff, and daily attendance.

D. Protocols to address a positive case:

Students and employees may be asked to leave or not come into school if they test positive for COVID-19 or exhibit one or more of the symptoms of COVID-19, based on CDC guidance, that is not

otherwise explained:

1. A fever of 100° F or greater;
2. Cough;
3. Shortness of breath or difficulty breathing;
4. Chills;
5. Repeated shaking with chills;
6. Muscle pain;
7. Headache;
8. Sore throat;
9. New loss of taste or smell;
10. Fatigue;
11. Congestion or runny nose;
12. Nausea or vomiting;
13. Diarrhea.

Parent/Guardian Notice

In accordance with federal law, the Protection of Pupil Rights Amendment (PPRA), parents/guardians shall be notified annually of the opportunity for the parent/guardian to opt the student out of any non-emergency, invasive physical examination or screening that is:

A. Required as a condition of attendance;

B. Administered by the school and scheduled by the school in advance; and

C. Not necessary to protect the immediate health and safety of the student, or of other students.

	Avalon	Stone Harbor
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Readopted:		

Key Words

Immunizations, Inoculations, Examinations, Pupil Physical Examinations, Student Physical Examinations, Health

Legal References: N.J.S.A. 18A:35-4.6
  through -4.8 — Parents Right to Conscience Act of 1979
  N.J.S.A. 18A:40-4 — Examination for physical defects and screening of hearing of pupils; health records
  N.J.S.A. 18A:40-4.3 — Scoliosis; periodic examination; notice to parents or guardian
  N.J.S.A. 18A:40-4.4 — Exemption
  N.J.S.A. 18A:40-4.5 — Immunity from action of any kind due to provisions of act
  N.J.S.A. 18A:40-5 — Method of examination; notice to parent or guardian
  N.J.S.A. 18A:40-6 — In general
  N.J.S.A. 18A:40-11 — Exclusion of pupils having communicable tuberculosis
  N.J.S.A. 18A:40-16
  through -19 — Tuberculosis infection; determination of presence ...

N.J.S.A. 18A:40-20	Immunization at public expense
N.J.S.A. 18A:61D-8 through -10	Findings, declarations relative to Hepatitis B vaccinations….
N.J.S.A. 26:1A-9.1	Exemption of pupils from mandatory immunizations
N.J.S.A. 26:4-6	Prohibiting attendance of teachers or pupils
N.J.S.A. 26:2T-5 through -9	Findings, declarations relative to Hepatitis C
N.J.A.C. 6A:14-3.4	Evaluation
N.J.A.C. 6A:16-1.1et seq.	Programs to Support Student Development
See particularly:	
N.J.A.C. 6A:16-1.3, -2.1, -2.2, -2.3, -2.4, -4.1, -4.3	
N.J.A.C. 6A:32-9.1	Athletics Procedures
N.J.A.C. 8:57-2	Reporting of acquired immunodeficiency syndrome

and

	infection with Human Immunodeficiency Virus
N.J.A.C. 8:57-4.1	Applicability
N.J.A.C. 8:57-4.2	Proof of immunization
N.J.A.C. 8:57-4.3	Medical exemptions
N.J.A.C. 8:57-4.4	Religious exemptions
N.J.A.C. 8:57-4.5	Provisional admission
N.J.A.C. 8:57-4.6	Documents accepted as evidence of immunization
N.J.A.C. 8:57-4.7	Records required
N.J.A.C. 8:57-4.8	Reports to be sent to the State Department of Health
N.J.A.C. 8:57-4.9	Records available for inspection
N.J.A.C. 8:57-4.10	Diphtheria and tetanus toxoids and pertussis vaccine
N.J.A.C. 8:57-4.11	Poliovirus vaccine
N.J.A.C. 8:57-4.12	Measles virus vaccine
N.J.A.C. 8:57-4.13	Rubella vaccine
N.J.A.C. 8:57-4.14	Mumps vaccine
N.J.A.C. 8:57-4.15	Haemophilus influenza type b (Hib) conjugate vaccine
N.J.A.C. 8:57-4.16	Hepatitis B virus vaccine
N.J.A.C. 8:57-4.17	Varicella virus vaccine
N.J.A.C. 8:57-4.18	Pneumococcal conjugate vaccine
N.J.A.C. 8:57-4.19	Influenza vaccine
N.J.A.C. 8:57-4.20	Meningococcal vaccine
N.J.A.C. 8:57-4.21	Providing immunization
N.J.A.C. 8:57-4.22	Emergency power of the Commissioner, Department

of

	Health and Senior
N.J.A.C. 8:61-2.1	Attendance at school by students or adults infected by Human Immuno-deficiency Virus (HIV)
20 U.S.C.A. 1232h	Protection of Pupil Rights Amendment

Plainfield Board of Education v. Cooperman, 105 NJ 587 (1987)

Every Student Succeeds Act of 2015 , Pub. L. 114-95, 20 U.S.C.A. 6301 et seq.

The NJDOE Guidance: *The Road Back: Restart and Recovery* at:

https://www.nj.gov/education/reopening/

Possible
Cross References: *1410   Local units

*1410	Local units
*4123	Classroom aides
*5111	Admission
*5113	Absences and excuses
*5131.6	Drugs, alcohol, tobacco (substance abuse)
*5141	Health
*5141.21	Administering medication
*5200	Nonpublic school pupils
*6142.4	Physical education and health
*6145.1/6145.2	Intramural competition; interscholastic competition
*6162.5	Research
*6164.4	Child study team
*6171.4	Special education

*Indicates policy is included in the Critical Policy Reference Manual.

AVALON/STONE HARBOR BOARDS OF EDUCATION   **FILE CODE: 3510**
POLICY MANUAL   __X__ **Monitored**
       __X__ **Mandated**
***Policy**   __X__ **Other Reasons**

*** This is a modified model policy from the Critical Policy Reference Manual (CPRM). It has been revised to include some of the requirements of the NJDOE Guidance: The Road Back: Restart and Recovery. The changes are highlighted below.***

<u>OPERATION</u> <u>AND</u> <u>MAINTENANCE</u> <u>OF</u> <u>PLANT</u>

The board of education is responsible for providing school facilities that are safe from hazards; sanitary; properly equipped, lighted and ventilated; and aesthetically suited to promoting the goals of the district. School buildings and site accommodations shall include provisions for individuals with disabilities pursuant to law and regulations.

The chief school administrator shall ensure the development and enforcement of detailed regulations for the safe and sanitary operation of the buildings and grounds. The regulations shall be reviewed and adopted by the board and provided to all staff annually at the beginning of each school year and when any revisions are formulated.

The chief school administrator and board secretary shall develop a multiyear comprehensive maintenance plan for board approval, to be updated annually.

The district shall ensure barrier free access for all students, staff and visitors to school facilities.

<u>Ventilation</u> <u>Systems</u>

Schools and districts must ensure that their indoor facilities have adequate ventilation, including operational heating, and ventilation systems where appropriate. Recirculated air must have a fresh air component. Open windows must be available if air conditioning is not provided and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.

<u>Facilities Cleaning Procedures to Reduce the Spread of Contagion</u>

The building principal in consultation with the maintenance supervisor shall develop a procedure for increased, routine cleaning and disinfection. The procedure shall include cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used, and shall address:

A. Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops). Examples of frequently touched areas in schools:

     1. Classroom desks and chairs;
     2. Lunchroom tables and chairs;
     3. Door handles and push plates;
     4. Handrails;
     5. Kitchens and bathrooms;
     6. Light switches;
     7. Handles on equipment (e.g. athletic equipment);

8. Buttons on vending machines and elevators;
9. Shared telephones;
10. Shared desktops;
11. Shared computer keyboards and mice;
12. Drinking fountains;
13. School bus seats and windows; and
14. Playground equipment.

B. Using all cleaning products in accordance with directions on the label. For disinfection most common EPA-registered household disinfectants should be effective. Whenever possible the list of products that are [EPA-approved for use against the virus that causes COVID-19](#) (available on the EPA's website) shall be used. The manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.) shall be used.

C. Sanitizing bathrooms daily, or between use as much as possible, using [protocols outlined by the Environmental Protection Agency (EPA).](#) Additional considerations regarding bathrooms include:

    1. Limiting the number of students who can enter at one in order to avoid crowds;
    2. Designating staff members to enforce limited capacity and avoid overcrowding;
    3. Installing no-touch foot pedal trash cans, if possible;
    4. Propping doors open to avoid touching handles; and
    5. Including appropriate signage about the benefits of handwashing.

D. Cleaning and sanitizing drinking fountains and encouraging staff and students to bring their own water to minimize the use and touching of water fountains;

E. Making hand sanitizer available at the school bus entrance for each student to use when boarding. Similarly, students must be required to wear face coverings while riding on the bus if social distancing or physical barriers cannot be maintained;

F. Maintaining hand-sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol):

    1. In each classroom (for staff and older children who can safely use hand sanitizer);
    2. At entrances and exits of buildings;
    3. Near lunchrooms and toilets.

G. Supervising children ages 5 and younger when using hand sanitizer;

H. For classrooms with existing handwashing facilities, preparing stations with soap, water and alcohol-based hand sanitizers (at least 60% alcohol);

I. Reminding bus drivers to take certain personal hygiene actions (e.g., frequent hand washing) and affording them the opportunity to do so (such as having sufficient time between routes);

J. Cleaning and sanitizing district vehicles including seats, rails and any highly touched surfaces before each run.

K. Requiring contracted transportation providers to clean and sanitize seats, rails and highly touched surfaces touched before each run. The district shall collaborate with the contracted service provider to develop these procedures and ensure that they are consistently followed; a checklist may be developed to ensure compliance. The contracted service provider shall collaborate with the district in establishing cleaning/sanitation protocols that are consistent with social distancing practices. The

contracted service provider shall ensure that employees are fully trained in the implementation of the established protocols:

1. All personnel responsible for cleaning school buses shall document the cleaning/sanitizing measures taken. Personnel are required to:

    a. Demonstrate an understanding of the established protocols that must be taken to properly clean and sanitize the bus; and
    b. Provide a certification that, before the route commenced, the required was process completed as required.

2. The procedures will identify sanitizing agents that may be used and will be limited to products included on the U.S. Environmental Protection Agency's list of products that have shown to be effective against COVID-19.
3. These procedures will likely include two stages: cleaning, which removes dirt and germs from surfaces, and disinfecting, which kills germs on surfaces that remain after cleaning.

L. Routinely cleaning and disinfecting furniture, recognizing the varying materials used in furniture in each school building;

M. Providing EPA-registered disposable wipes to teachers and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use;

N. On a regular basis, ordering and stocking adequate supplies to support cleaning and disinfection practices.

O. Ensuring that cleaning and disinfection supplies are used and stored correctly and safely. This includes storing products securely away from children, while ensuring appropriate ventilation so students and staff are not exposed to toxins or fumes.

P. Placing physical barriers, such as plastic flexible screens, in classrooms, school buses, restrooms and other areas where social distancing cannot be maintained.

Q. Cleaning and disinfecting a school building after a person has been identified as COVID-19 positive:

The district may need to implement short-term closure procedures in a school regardless of community spread if an infected person has been in a school building. If this happens, the CDC-recommended procedures shall be followed:

1. Close off areas used by a sick person and do not use before cleaning and disinfection;
2. Wait 24 hours before cleaning and disinfecting. If it is not possible to wait 24 hours, wait as long as possible;
3. Open outside doors and windows to increase air circulation in the area; and
4. Cleaning staff will clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.

Additional training shall be provided to the personnel responsible for cleaning and sanitizing school buses and facilities as necessary. Topics may include proper use of cleaning and disinfecting agents, the cleaning schedule for various surfaces, and safety precautions that need to be taken (e.g., ensuring adequate ventilation while cleaning and sanitizing).

Safe Drinking Water

The board of education shall assure the availability of potable drinking water through sanitary means in school facilities or upon school grounds in accordance with the Safe Drinking Water Act (N.J.S.A. 58:12A-1 et seq., N.J.A.C. 6A:26-6, and N.J.A.C. 7:10 et seq.). In accordance with law and board policy 3516 Safety, the board shall test all drinking water outlets, make the results publicly available and notify parents/guardians and the New Jersey Department of Education.

The board of education directs the chief school administrator to ensure the development of lead sampling plan with sample collection is consistent with the district's Quality Assurance Project Plan (QAPP) and to ensure that QAPP is signed by the laboratory certified to sample the district's water, the individual responsible for conducting the sampling and is presented to the board for signature.

Within 24-hours after the board has reviewed and verified the final laboratory results of the sampling, the board shall ensure that test results are publicly available at the school facility and on the board's website. If any laboratory results exceed the permissible lead action level, the board shall provide written notification to the parents/guardians of all students attending that facility as well as to the Department of Education. The notice must include measures taken to curtail immediately the use of any drinking water outlet where lead levels exceed the permissible action level, measures taken to ensure that alternate drinking water is available to all students and staff, and information regarding the health effects of lead.

Within six years of the adoption of this policy, and within each six-year period thereafter, the board must test all drinking water outlets; sampling shall be prioritized in facilities previously identified with excessive lead results or identified as high risk in the sampling plan.

Annually, the board must submit to the Department of Education, a statement of assurance that lead testing was completed in accordance with existing Department of Education regulations and that where required, alternate drinking water is available to students and staff.

Integrated Pest Management

The New Jersey School Integrated Pest Management Act of 2002 requires schools to implement a school integrated pest management policy. As per this policy, the board and the chief school administrator shall implement Integrated Pest Management (IPM) procedures to control pests and minimize exposure of children, faculty, and staff to pesticides Avalon/Stone harbor School Districts shall develop and maintain an IPM plan as part of the school's policy.

Integrated Pest Management Procedures in Schools

Implementation of IPM procedures will determine when to control pests and whether to use mechanical, physical, cultural, biological or chemical methods. Applying IPM principles prevents unacceptable levels of pest damage by the most economical means and with the least possible hazard to people, property, and the environment.

Each school shall consider the full range of management options, including no action at all. Non-pesticide pest management methods are to be used whenever possible. The choice of using a pesticide shall be based on a review of all other available options and a determination that these options are not effective or not reasonable. When it is determined that a pesticide must be used, low impact pesticides and methods are preferred and shall be considered for use first.

Development of IPM plans

The school IPM plan is a blueprint of Avalon/Stone Harbor School Districts will manage pests through

IPM methods. The school's IPM plan states the school's goals regarding the management of pests and the use of pesticides. It reflects the school's site-specific needs. The IPM plan shall provide a description of how each component of the school IPM policy will be implemented at the school. The chief school administrator, in collaboration with the school building administrator, shall be responsible for the development of the IPM plan for this school.

IPM Coordinator

The Chief School Administrator or designee shall designate an integrated pest management coordinator, who is responsible for the implementation of the school integrated pest management policy.

Education/Training

The school community will be educated about potential pest problems and IPM methods used to achieve the pest management objectives.

The IPM coordinator, other school staff and pesticide applicators involved with implementation of the school IPM policy will be trained in appropriate components of IPM as it pertains to the school environment.

Students, parents/guardians will be provided information on this policy and instructed on how they can contribute to the success of the IPM program.

Record Keeping

Records of pesticide use shall be maintained on site to meet the requirements of the state regulatory agency and the school board.

Records shall also include, but are not limited to, pest surveillance data sheets and other non-pesticide pest management methods and practices utilized.

Notification/Posting

The Chief School Administrator or designee of, Avalon/Stone Harbor School Districts is responsible for timely notification to students' parents or guardians and the school staff of pesticide treatments pursuant to the School IPM Act.

Re-entry

Re-entry to a pesticide treated area shall conform to the requirements of the School IPM Act.

Pesticide applicators

The IPM coordinator shall ensure that applicators follow state regulations, including licensing requirements and label precautions, and must comply with all components of the School IPM Policy.

Evaluation

Annually, for public schools, the chief school administrator will report to the board on the effectiveness of the IPM plan and make recommendations for improvement as needed. The board directs the chief school administrator to develop regulations/procedures for the implementation of this policy.

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Key Words

Operation and Maintenance of Plant, Buildings and Grounds, Maintenance

Legal References:

N.J.S.A. 10:5-1 et seq.	Law Against Discrimination
N.J.S.A. 13:1F-19 through -33	School Integrated Pest Management Act
N.J.S.A. 18A:17-49 through -52	Buildings and grounds supervisors to be certified
N.J.S.A. 18A:18A-1 et seq.	Public schools contracts law
N.J.S.A. 18A:18A-37	Award of purchases, contracts, agreements
N.J.S.A. 18A:22-8	Contents of budget; format
N.J.S.A. 34:5A-1 et seq.	Worker and Community Right to Know Act
N.J.S.A. 34:6A-25 et seq.	New Jersey Public Employees Occupational Safety and Health Act
N.J.S.A. 34:11-56a et seq.	New Jersey Wage and Hour Law
N.J.S.A. 58:12A-1 et seq.	Safe Drinking Water Act
N.J.A.C. 5:23-1 et seq.	The uniform construction code
N.J.A.C. 6A:23A-1 et seq. See Particularly:	Fiscal accountability, efficiency and budgeting procedures
N.J.A.C. 6A:23A-6.9	Facilities maintenance and repair schedule and accounting
N.J.A.C. 6A:26-12.1 et seq. See particularly: N.J.A.C. 6A:26-12.2(a)1, 2	Operation and Maintenance of Facilities
N.J.A.C. 6A:26-12.4	Safe drinking water
N.J.A.C. 6A:30-1.1 et seq.	Evaluation of the Performance of School Districts
N.J.A.C. 7:10-1 et seq.	Safe Drinking Water Act
N.J.A.C. 7:30-13.1 et seq.	Integrated Pest Management
20 U.S.C.A. 4071 et. seq.	Equal Access Act
29 U.S.C.A. 201 et seq.	Fair Labor Standards Act
42 U.S.C.A. 12101 et seq.	Americans with Disabilities Act (ADA)

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The NJDOE Guidance: *The Road Back: Restart and Recovery* at: https://www.nj.gov/education/reopening/

CDC Guidance: *CDC Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Opening America Up Again* (May 2020) at: https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf

CDC Guidance: *Coronavirus Disease 2019 (COVID-19) Considerations for Schools* at:

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html

CDC Guidance: *What Bus Transit Operators Need to Know about COVID-19* at: *https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html*

CDC Guidance: *Schools During the COVID-19 Pandemic* at *https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Schools-Decision-Tree.pdf*

Possible
Cross References: *1410   Local units
*2240   Research, evaluation and planning
*3000/3010 Concepts and roles in business and noninstructional operations; goals and objectives
*3516   Safety
*5141   Health
 6161   Equipment, books and materials
*7110   Long-Range facilities planning
*9130   Committees

*Indicates policy is included in the Critical Policy Reference Manual.

AVALON/STONE HARBOR BOARDS OF EDUCATION   **FILE CODE: 1250**
POLICY MANUAL

                                                     _____ **Monitored**
                                                     _____ **Mandated**

*Policy   **__X__ Other Reasons**

* This is a modified model policy from the Critical Policy Reference Manual (CPRM). It has been revised to include some of the requirements of the NJDOE Guidance: The Road Back: Restart and Recovery. The changes are highlighted below.

VISITORS

The board welcomes visits to school by parents/guardians, board members, other adult residents of the community and interested educators, when they fit into the classroom or school routine. In order for the educational program to continue undisturbed when visitors are present, and to prevent the intrusion of disruptive persons into the schools, the chief school administrator shall devise regulations addressing visitors' access to the schools.

All visitors shall be required to report to the principal's office upon entering the building.

A "visitor" is anyone other than a pupil enrolled in or a staff member employed in the particular school. Visitors may not consult with the teaching staff or pupils during class time without the principal's permission.

Staff members and students are strictly prohibited from propping doors open. Students and staff members shall not open a door for anyone. All persons seeking entry to the building shall be directed to the main entrance.

For the purpose of preventing unauthorized entry into the district buildings, the building principal shall ensure that:

A. The school's main entrance is clearly marked so that it is easily visible and recognizable;

B. Exterior doors are locked, and when they are in use for a large entry/exit, staff members, security personnel, law enforcement officers or other representatives of the district are assigned to monitor them;

C. Entrances are clearly marked with a numerical sequence to allow for specific response by police, fire, and emergency medical services responders;

D. A limited number of doors are available for access by staff and the staff members shall be informed of which doors they are authorized to use;

E. Security personnel working in the school building are dressed in uniform.

When the parental rights of a parent have been terminated by a court of appropriate jurisdiction, the legal guardian must inform the school so that the administration may apply appropriate regulations. The principal shall seek confirmation of legal custodianship where necessary.

No one may visit the school during school hours for the purpose of recommending or exhibiting books,

maps, etc., to staff. No person shall be allowed to deliver any address or lecture on any subject unless authorized by the chief school administrator or designee.

All visitors to the schools must obey regulations prohibiting smoking and any other regulations designed to ensure orderly operation of the school. All persons violating this policy shall be considered "disorderly persons" and subject to appropriate action.

<u>Visitor Procedures for Contagion Prevention</u>

In order to prevent the spread of disease during pandemic recovery and to protect the health and safety of students and staff against infection, no visitors shall be permitted in the schools until pandemic restrictions are lifted. The principal may admit a visitor if he or she determines that it is necessary. In all such cases, the visitor shall submit to the screening procedure (e.g., temperature and exposure questionnaire) and shall be required to wear a face mask while in the school building. The face mask shall be required in all cases. However, an accommodation may be made where the visitor can demonstrate that wearing a face mask is detrimental to the visitor's health. A child under two years of age shall not be required to wear a face mask.

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Readopted:		

<u>Key Words</u>

Visits to the Schools, Visitors, Sign-in, Propping Doors

<u>Legal</u> <u>References</u>:

<u>N.J.S.A.</u> 2C:18-3	Unlicensed entry of Structures, defiant trespasser; peering into dwelling places; defenses
<u>N.J.S.A.</u> 2C:33-2	Disorderly conduct
<u>N.J.S.A.</u> 18A:7G-5.2	Public school facilities, certain, security measures required
<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
<u>N.J.S.A.</u> 18A:20-20	Control and Regulation of Playgrounds
<u>N.J.S.A.</u> 18A:40-12	Closing Schools During Epidemic
<u>N.J.S.A.</u> 18A:54-20	Powers of board (county vocational schools)
<u>N.J.S.A.</u> 26:3D-55 <u>et</u> <u>seq.</u>	<u>New Jersey Smoke-Free Air Act</u>

_____McCann v. Bd. of Educ. of South Plainfield, (EDU8243-04, Comm'r, Nov. 5, 2005)
_____L.A. v. Port Republic Bd. of Educ., (EDU4308-05, Comm'r Feb. 22, 2007)

The NJDOE Guidance: *The Road Back: Restart and Recovery* at: *https://www.nj.gov/education/reopening/*

**Possible
<u>Cross</u> <u>References</u>:**

*1220	<u>Ad</u> <u>hoc</u> advisory committees
*3327	Relations with vendors
*3515	Smoking prohibition
*4131/4131.1	Staff development; inservice education/visitations/conferences

*4231/4231.1	Staff development; inservice education/visitations/conferences	
*5020	Role of parents/guardians	
*5124	Reporting to parents/guardians	
*5125	Pupil records	
*5131.1	Harassment, intimidation and bullying	
*5142	Pupil safety	
*5145.11	Questioning and apprehension	
*6144	Controversial issues	
*9010	Role of the member	

*Indicates policy is included in the Critical Policy Reference Manual.

AVALON/STONE HARBOR BOARDS OF EDUCATION   **FILE CODE: 3541.33**
POLICY MANUAL   __X__   **Monitored**
                                                     __X__   **Mandated**
*Policy   __X__   **Other Reasons**

* This is a modified model policy from the Critical Policy Reference Manual (CPRM). It has been revised to include some of the requirements of the NJDOE Guidance: The Road Back: Restart and Recovery. The changes are highlighted below.

TRANSPORTATION SAFETY

The safety and welfare of pupils shall be the first consideration in all matters pertaining to transportation. The board directs the chief school administrator to oversee development of regulations to govern:

A. Pupil conduct on buses;

B. Inservice education for bus drivers to include:

   1. Management of pupils;
   2. Safe driving practices; recognition of hazards;
   3. Special concerns in transporting pupils with disabilities;
   4. Emergency procedures on the road; accident report;
   5. Information on required drug and alcohol testing.

Accidents

Forms shall be provided for the immediate reporting of all incidents involving a district-owned or contracted vehicle that include any of the following:

A. Physical injury to anyone concerned, no matter how minor;

B. Property damage of any kind, even if the financial loss is negligible;

C. Failure of any mechanical function of a district-owned or contracted vehicle during operation, even if no injury or damage results.

It shall be the responsibility of the chief school administrator to direct an investigation on the report and to comply with the law.   The information gained shall be considered in evaluating personnel performances, and in scheduling inspection of vehicles.

Bus Procedures to Reduce the Spread of Contagion

A. To the maximum extent practicable, bus drivers will ensure that students and adults comply with appropriate social distancing practices (at least six feet between riders) while on the school bus. Hand sanitizer will be made available at the school bus entrance for use when boarding.

B. Drivers should practice all safety actions and protocols as indicated for other staff, including hand hygiene and face coverings.

C. Students must wear face coverings while riding on the bus if social distancing or physical barriers cannot be maintained. Accommodations for students who are unable to wear face coverings should

be consistent with the student's IEP. For adults, accommodations shall be consistent with those provided by the school district for staff and others;

D. Bus drivers will be reminded to implement certain personal hygiene actions (e.g., frequent hand washing) and be afforded the opportunity to do so (such as having sufficient time between routes);

E. District vehicles will be cleaned and sanitized including seats, rails, and highly touch surfaces before each run.

F. Contracted transportation providers shall be required to clean and sanitize seats, rails and highly touched surfaces before each run. The district shall collaborate with the contracted service provider to develop these procedures and ensure that they are consistently followed. The contracted service provider shall collaborate with the district in establishing cleaning/sanitation protocols that are consistent with social distancing practices. The contracted service provider shall ensure that employees are fully trained in the implementation of the established protocols:

G. All personnel responsible for cleaning school buses shall document the cleaning/sanitizing measures taken. Personnel are required to:

1. Demonstrate an understanding of the established protocols that must be taken to properly clean and sanitize the bus; and
2. Provide a certification that, before the route commenced, the required process was completed as required.

H. These procedures will include a minimum of two stages: cleaning, which removes dirt and germs from surfaces; and disinfecting, which kills germs on surfaces that remain after cleaning.

I. The procedures will identify sanitizing agents that may be used and will be limited to products included on the U.S. Environmental Protection Agency's list of products that have been shown to be effective against COVID-19;

Training for Interacting with Students with Special Needs

The (*board or board of education contractor that provides student transportation services*) shall administer the New Jersey Department of Education developed training program on the proper procedures for interacting with students with special needs to all school bus drivers and school bus aides that it employs. The training program includes appropriate behavior management; effective communication; use and operation of adaptive equipment; and understanding behaviors that may be related to specific disabilities.

The training program shall be administered prior to that individual operating a school bus or serving as an aide on a school bus.

The (*board or board of education contractor that provides student transportation services*) requires that a school bus driver or school bus aide file a certification with the (*board or board of education contractor that provides student transportation services*) that the individual has completed the training program within five business days of its completion. The (*board or board of education contractor that provides student transportation services*) shall retain a copy of the certification for the duration of the individual's employment and shall forward a copy of the certification to the New Jersey Department of Education.

The parent or guardian of a student with an individualized education plan shall complete the student

information card when the individualized education plan is developed or amended for a student who receives transportation services. The student information card, developed by the New Jersey Department of Education, shall include information that should be readily available to a school bus driver and school bus aide for the purpose of promoting proper interaction with a student with special needs.

Upon receiving consent from a student's parent or guardian, a copy of the completed student information card shall be provided to the student's assigned school bus driver and school bus aide.

Drills

Emergency evacuation drills shall be conducted regularly throughout the school year to acquaint the pupil riders thoroughly with emergency situations. An emergency evacuation drill shall be held as soon as possible after the opening day of school and then at least twice a year. Pupils who do not require busing shall participate in a drill as necessary before a field trip. All pupils shall receive evacuation instruction at least once within the school year.

Vehicles and Equipment

All district-owned or contracted vehicles used to transport children shall be maintained in such condition as to provide safe and efficient transportation service with a minimum of delays and disruption due to mechanical or equipment failure.

All district-owned or contracted vehicles used to transport children shall conform to state standards for such vehicles and shall be equipped with all safety devices required by code and statute.

All passengers on buses equipped with seat belts shall wear properly adjusted and fastened seat belts or other child restraint systems at all times while the bus is in operation.

Bus Drivers

Drivers of all Type I and Type II school vehicles used to transport district pupils shall be licensed by the State of New Jersey as bus drivers. They shall comply with all state requirements on physical condition, criminal history clearance, etc. The district shall be in compliance with all drug and alcohol testing requirements of the Omnibus Transportation Employee Testing Act and implementing regulations and shall provide all bus drivers with required information on them (see policy 4219.23 Employee Substance Abuse). Bus drivers are responsible for the safety of pupils entering, riding, and departing their vehicle.

	Avalon	Stone Harbor
Adopted:	5/11/88	6/29/94
NJSBA Review/Update:	July 2020	July 2020
Readopted:		

Key Words

Safety, Bus Safety, Transportation Safety, Pupil Transportation, Student Transportation

Legal References:	N.J.S.A. 18A:6-7.1	Criminal history record; employee in regular contact with pupils; grounds for disqualification from employment; exception
	N.J.S.A. 18A:25-2	Authority over pupils
	N.J.S.A. 18A:39-1 et seq.	Transportation of pupils remote from school

See particularly:
  N.J.S.A. 18A:39-17, -18,
  -19.1, -20
N.J.S.A. 18A:39-19.2   Training program for school bus drivers, bus aides
through N.J.S.A. 18A:39-19.4 relative to students with special needs
N.J.S.A. 18A:39-26   School Bus Safety Act
N.J.S.A. 18A:39-27   Bus Driver Presence Required
N.J.S.A. 18A:39-28   Inspection of School Bus for Pupils
N.J.S.A. 39:3-10.9 et seq   New Jersey Commercial Driver License Act
N.J.S.A. 39:3B-1.1 et seq.   School Buses, Equipment and Regulations
See particularly:
  N.J.S.A. 39:3B-10
  through -12
N.J.A.C. 6A:27-1.1et seq.   Student Transportation
See particularly:
  N.J.A.C. 6A:27-11.1, -11.2,
  -11.3, -11.4,-12.2, -13.3

34 CFR Part 85.100 et seq., Governmentwide Debarment and Suspension
(nonprocurement) and Governmentwide Requirements for Drug-Free Workplace
(Grants)

49 U.S.C. § 31306 et seq.- Omnibus Transportation Employee Testing Act of 1991

49 C.F.R. Part 40.1 et seq. - Procedures for Transportation Workplace Drug Testing
Programs

49 C.F.R. Part 382.101 - Controlled Substance and Alcohol Use and Testing

49 C.F.R. Part 391.1 et seq. - Qualification of drivers

Policies and Procedures Manual for Pupil Transportation, N.J. State Department of
Education

*The Department of Education School Bus Driver and Aide Training for Interacting
with Students with Special Need:* located on the New Jersey Department of
Education   website   at:
http://www.nj.gov/education/finance/transportation/training/dis/

The NJDOE Guidance: *The Road Back: Restart and Recovery* at:
https://www.nj.gov/education/reopening/

Possible
Cross References: *3516   Safety
                *3541.1   Transportation routes and services
                *4211   Recruitment, selection and hiring
                *4119.23/4219.23 Employee substance abuse
                *4231/4231.1   Staff development; inservice education/visitations/conferences
                *5131   Conduct/discipline
                *1531.1   Harassment, intimidation and bullying
                *5142   Pupil safety

*Indicates policy is included in the <u>Critical</u> <u>Policy</u> <u>Reference</u> <u>Manual</u>.

AVALON/STONE HARBOR BOARDS OF EDUCATION   FILE CODE: **6173.1**
POLICY MANUAL
Policy

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*This policy is compiled and distributed by NJSBA for compliance with guidance from the New Jersey Department of Education but is not required for compliance with state and federal law. The practices described may be amended to reflect your district's/school's practices. This policy should not be adopted without district revisions and consultation with your board attorney.

REMOTE LEARNING

In response to State directives regarding reopening school with adequate precautions to prevent the spread of this contagious disease, the board shall provide in-person, fully virtual and hybrid learning opportunities for all students. The board of education shall support a program of in-person, fully virtual and hybrid learning that:

A. Prioritizes the health, safety, and wellness of students and staff;

B. Maintains the continuity of learning;

C. Facilitates equity and ease of access to communications and resources;

D. Flexibly accommodates the needs and varying circumstances of all learners;

E. Incorporates educators, students, parents/guardians, board members and other community members into the entire analysis and planning cycle.

The virtual learning program may consist of synchronous and asynchronous tools. Synchronous tools provide ways of accessing and providing information that require interaction with others to occur at the same time (i.e., online classrooms, interactive webinars, videoconferencing). Asynchronous tools provide ways of accessing and providing information that does not require interaction with others to occur at the same time (i.e., forums, blogs, email, website links, etc.).

The length of the school day for in-person, fully virtual and hybrid learning programs shall be in accordance with N.J.A.C. 6A:32-8.3, stating that a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in kindergarten. District policy 5113 Attendance, Absences and Excuses shall apply and attendance shall be recorded in all educational programs. The attendance and instructional contact time shall accommodate opportunities for both synchronous and asynchronous instruction and ensure that the requirements for a 180-day school year are met.

Additional Anticipated Minimum Standard

The New Jersey Department of Education (NJDOE) Anticipated Minimum Standard provides that, in addition to the methods and considerations explicitly referenced in the NJDOE guidance, *The Road Back: Restart and Recovery Plan for Education*, for scheduling students for in-person, remote, or hybrid learning, families/guardians may submit, and the district shall accommodate, requests for full time remote learning. Such requests may include any service or combination of services that would otherwise be delivered on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education and related services. A family/guardian may request that some services be delivered

entirely remotely, while other services follow the same schedule they otherwise would according to the district's reopening plan.

A.   Unconditional Eligibility for Full-Time Remote Learning

All students shall be eligible for full-time remote learning. Eligibility shall not be conditioned on a family/guardian demonstrating a risk of illness or other selective criteria. This includes students with disabilities who attend school in-district or are placed at 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

Recognizing that planning is required in order to provide continuity in the student's educational program and arranging the appropriate staff and resources, a family/guardian shall submit a request for full-time remote learning, including requests to begin the school year receiving full-time remote learning no later than a month before school starts and requests to transition from in-person or hybrid services to full-time remote learning during the school year. Procedures for submitting the request are as follows:

1.   The request shall be submitted to the administration at least five days before the start of the marking period;
2.   Requests shall be approved three days after the receipt of the request;
3.   Questions and concerns may be directed to the administrator or his or her designee;
4.   The family/guardian shall submit the following information or documentation with their request. The documentation shall not exclude any students from the school'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:

     a.   Verification of the technology necessary to receive remote instruction (including camera and speaker capability) and assurance that the student will have access to the device for the length of the school day;
     b.   Verification of internet access and/or Wi-Fi sufficient to receive remote instruction.

     Families/guardians having limited access to equipment or the internet shall inform the principal or his or her designee. The district shall make a reasonable effort to support the remote instruction by facilitating services and/or providing equipment.

5.   For students with disabilities, the district shall determine if an IEP meeting or an amendment to a student's IEP is needed for full-time remote learning.
6.   Families/guardians shall submit a request according to the procedures above for transitioning their student from in-person or hybrid delivery to full-time remote delivery;
7.   Families/guardians are expected to cooperate in setting up the transition and may be required to participate in scheduled meetings (in-person or video or tele conferences) during the transition period;
8.   School teachers, administrators and other school staff shall endeavor to provide supports and resources to assist families/guardians, particularly those of younger students, with meeting the expectations of the district's remote learning option.

Upon satisfaction of these minimum procedures, the district shall approve the student's full-time remote learning request.

C. Scope and Expectations of Full-Time Remote Learning

A student participating in the board's full-time remote learning option shall be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in district programs (e.g. students participating in a hybrid model). This includes but is not limited to:

1. Access to standards-based instruction of the same quality and rigor as that afforded all other students of the district;
2. The district shall make its best effort to ensure that every student participating in remote learning has access to the requisite educational technology;
3. Special education services and related services shall be provided to the greatest extent possible.

D. Procedures to Transition from Full-Time Remote Learning to the In-Person Educational Program

A student shall be eligible to transition to the in-person educational program. This will allow families/guardians to make the arrangements needed to effectively serve students' home learning needs and will support educators in ensuring continuity of instruction. The family/guardian shall submit a request to transition from full-time remote learning to the in-person educational program according to the following procedures:

1. The request shall be submitted to the administrator at least five days before the start of the marking period. The adminstrator may consider requests submitted during the marking period on a case by case basis;
2. Requests shall be approved three days after the receipt of the request;
3. Questions and concerns may be directed to the administrator or his or her designee;
4. The family/guardian shall submit the following information or documentation with their request. The documentation shall not exclude any students from the school's in-person educational program, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of a successful transition to the in-person education program:

   a. Summary of synchronous and asynchronous learning opportunities successfully completed;
   b. Summary of synchronous and asynchronous learning opportunities still working through;
   c. The student shall submit to the COVID screening process upon reentry to the school.

5. Students transitioning to the in-person educational program may be required to submit to an academic assessment prior to being placed in a class. Remediations shall be provided for students that need them;
6. Families/guardians are expected to cooperate in setting up the transition and may be required to participate in scheduled meetings (in-person or video or teleconferences) during the transition period.

E. Procedures for Communicating District Policy with Families

Teaching staff members and administrators shall provide clear and frequent communication with families/guardians, in their home language, and shall ensure that communication opportunities are as readily accessible as possible. Communication shall include but shall not be limited to, information regarding:

1. Summaries of, and opportunities to review, the district's full-time remote learning policy and attendance policy;
2. Procedures for submitting full-time remote learning requests;
3. Scope and expectations of full-time remote learning;
4. Procedures for transition from full-time remote learning to in-person services and vice-versa;
5. The district's procedures for ongoing communication with families and for addressing families' questions or concerns:
6. Teaching staff members who are teaching remote classes shall have office hours to address questions and concerns. Teachers shall notify the families/guardians of their students regarding the time of the office hours and the method of contact (email, text, video or teleconference).

F. Reporting

To evaluate full-time remote learning, and to continue providing meaningful guidance for districts, the New Jersey Department of Education (NJDOE) may require districts 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. The chief school administrator shall ensure that such reports are completed efficiently.

           Avalon   Stone Harbor

Adopted:

Key Words

Virtual Education, Virtual Learning, Remote Education, Remote Learning, Synchronous, Asynchronous, Transition Request

Legal References:	N.J.S.A. 18A:6-3	Courses in constitution of United States
	N.J.S.A. 18A:33-1	District to furnish suitable facilities; adoption of courses of study
	N.J.S.A. 18A:35-1 et seq.	Curriculum and courses
	N.J.S.A. 18A:35-4.6 through -4.8	Parents Right to Conscience Act of 1979
	N.J.A.C. 6A:8-3.1	Curriculum and instruction
	N.J.A.C. 6A:8-5.1	Graduation requirements
	N.J.A.C. 6A:9B-3.1 et. seq.	State Board of Examiners and certification
	See particularly: N.J.A.C. 6A:9B-5, -6, -8, -9, -10, -11, -12, -14	
	N.J.A.C. 6A:14-3.7	Individualized education program
	N.J.A.C. 6A:14-4.1	General requirements
	N.J.A.C. 6A:23A-9.5	Commissioner to ensure achievement of the New Jersey Student Learning Standards
	N.J.A.C. 6A:30-1.1 et seq.	Evaluation of the Performance of School Districts
	N.J.A.C. 6A:32-8 et seq.	Student attendance and accounting

New Jersey Department of Education: *Clarifying Expectations Regarding Full Time Remote Learning Options for Families in 2020-2021* (Supplementary to *The Road Back: Restart and Recovery Plan for Education)*; July 24, 2020. See:
https://nj.gov/education/reopening/updates/docs/7.24.20%20RtR%20Fulltime%20Remote%2

Possible
Cross References:

*2224	Nondiscrimination/affirmative action
*6121	Nondiscrimination/affirmative action
*6122	Articulation
*6140	Curriculum adoption
*6142.1	Family life education
*6142.2	English as a second language; bilingual/bicultural
*6142.4	Physical education and health
*6142.6	Basic skills
*6142.9	Arts
*6142.12	Career education
*6146	Graduation requirements
*6147	Standards of proficiency
*6164.2	Guidance services
*6171.1	Remedial instruction
*6171.2	Gifted and talented
*6171.4	Special education
*9130	Committees

*Indicates policy is included in the Critical Policy Reference Manual.

 Avalon Schools
COVID-19
Long-Term Closure Educational Plan
(All Remote Plan)

In the event that the Avalon Public Schools are ordered by the Cape May County or New Jersey Department of Health to close schools for an extended period of time, the district has developed a plan to continue educational services to all students PreK-8 in order to credit school days toward the 180 requirement. Per the NJDOE memo regarding COVID-19 dated March 5, 2020, "The planned services should include equitable access to instruction for all students. Each preparedness plan should also address the provision of appropriate special education and related services for students with disabilities and the provision of school nutrition benefits or services for eligible students." The following outlines the district's plan to meet said provisions:

Equitable Access to Instruction for All Students
- District teachers will develop online plans for instruction based on current instructional points in curricula in grades PreK, 5-8. These will be posted on the district website by grade level and department and connected to Google classroom and other available platforms where developmentally appropriate.
- The district will ping the school app each morning to remind parents that school is closed, where to find the lessons on the district's website, and also instructing them on how to receive paper copies of materials if they do not have internet access and/or the necessary technology in their home.
- Preschool will use Dojo, class packets for remote learning.
- Grade 5-8 will use Google classroom for remote learning.
- 5th-8th grade will check in through google classroom at the time of their class.
- Other resources will be available for download on our school website..
- Equitable access to WiFi was surveyed.
- Information was sent to all families and posted to the school website about affordable internet services from local providers in the event that they no longer have the access that was reported in our surveys.
- If staff are permitted by the Health Department to report to the building, they will be available to grade work as it is submitted.
- All students in grades 5-8 are assigned a device and were surveyed for internet access at home. Students are also provided with school managed Google accounts with access to email, productivity tools and learning management systems (Google Classroom,

Pearson Realize, Discovery education, etc.). Students were also provided with their library card numbers for access to ebooks through the public library for novels in grades 5 and 6.
- If the student or families have difficulty accessing devices or the internet they are encouraged to call, leave a message, and our technology coordinator will contact them with assistance.

Demographic Profile of District
- Total Student Population: 87 students (177 students)
- State Funded Preschool Program: 0
- Students who are homeless: 0
- Students with disabilities: 11
- English Language Learners: 0
- Migrant: 0

Special Education and Related Services for Students with Disabilities
- There are 11 students with IEPs and 1 student with a 504 that attend Avalon Elementary School.
- The Child Study Team Supervisor and case manager will maintain communication with teachers and families/students to oversee development of online plans to ensure that IEP goals are addressed and accommodations and modifications are continually provided, including accessible materials and platforms. Paper copies of these plans will also be provided through the above referenced system of communication. All calls and written communication will be available in English and in Spanish if requested.
- Assistive technology will be sent home with students if determined to be beneficial and/or required by the IEP.
- Activity sheets in paper form and alternate methods of service delivery may be provided to ensure related services such as speech, occupational and physical therapy continue. CST staff will monitor the frequency, delivery method, and efficacy of services delivered in order to determine the individual eligibility for compensatory hours.
- Case managers will reach out to the families, the general and special education teachers, and the related service providers on a weekly or bi-weekly basis through email, phone calls, or text messages.
  - These contacts include checks on the student's participation in services, progress, and needs, as well as provision of accommodations and modifications.
  - Information gathered is shared appropriately and if accommodations, modifications, goals or services need to be amended, then an IEP or 504 meeting to amend the documentation will be held virtually over Google Meet with the relevant parties.

○ All calls and written communication will be available in English and in Spanish if requested.
● IEP meetings, evaluation and other meetings to identify, evaluate and/or re-evaluate students with disabilities will be held virtually to the greatest extent possible.
● Evaluations are being determined on an individual basis by meeting with the relevant parties including the families (and students when applicable) virtually over Google Meet. During that meeting, the testing that is being called for is discussed and examined for the efficacy and availability of providing the testing virtually or postponing until it can be safely completed in person at the school or another agreed upon location with appropriate measures to ensure standardization.
  ○ If a team decides to postpone testing, documentation is provided that includes case manager and parent signatures.
  ○ If the student has current services in place, those services will remain in place until the team decides that the student no longer meets eligibility requirements.
  ○ 1:1 aides will continue to be available to all students who have one recommended in their current IEP

ELL and Bilingual Needs
● The district does not have ELL

Safe Delivery of Meals
● The district does not participate in the National Lunch Program

Length of Remote Instruction
Instruction takes place Monday through Friday using a four-hour session. Students are individually tracked through differentiating instruction. Progress reports and report cards have been issued at their designated calendar date.

Attendance
Students are self-reporting at the beginning and end of each class using a form to report that they're in attendance as well as how they're feeling for SEL purposes. This is captured in a spreadsheet and filtered for count by grade and student. Students who respond to the SEL question are filtered separately for follow up by guidance or the nurses.

Staff are self-reporting using the same swipe station software that we use for daily staff attendance at school. It's captured under a different station name to keep the data separate from the on site swipe station.

The nurses follow daily attendance and monitor parent and student imputed comments on how they are feeling each day at check in. Nurses respond to these comments as needed via email.

Counselor also follows the daily check in posts and collaborates with nurses regarding student responses.

Teachers reach out to nurses and guidance counselor when students are not participating in the online instruction and then the nurses/counselor reaches out to the student and family via email and phone calls and google meet as needed and as necessary reports back to the teacher and administration regarding their well being and if any additional supports are needed. The teacher has ultimate responsibility for assignments collected.

<u>Facility Plan</u>

Maintenance staff will clean and disinfect all offices and lavatories being used on a daily basis, using the disinfecting agents recommended by CDC.

Closed portions of the building will be cleaned and disinfected on a regular basis, using the disinfecting agents recommended by CDC.

Using the New Jersey State School Nurses guidelines for re entry into school for end of year activities, we suggest the following precautions to minimize the risk of transmission of COVID-19 and maximize the safety of both staff and students:

- The school district abides by gathering regulations and social distancing as outlined by the NJDOH:
    - The number of people gathering should be no more than 10 people, with specific instructions to wear face coverings and practice proper hand hygiene
    - <u>DO NOT</u> come to the schools if you are feeling sick with any of the known symptoms of COVID19 or if you have been exposed recently to a case of COVID19. Maintain directives for quarantine and isolation as directed.
    - Limit dates and times of the following to ensure completion of this process in a timely and efficient manner.

- Staff and room cleanout
    - Schedule time to enter school, limiting the number of staff members -no more than 2 or 3 at a time- can enter school to clean rooms.
    - Staff coming into the building to clean out the classroom are to <u>wear a mask upon entry</u> into the building,<u> sanitize hands prior to or upon entering the building or wear gloves</u>.
    - Go directly to their classroom to clean and pack their room.
    - While alone in the classroom no mask is required by the staff member.When classroom close up is completed, a mask is required to leave the room and the building.
    - If you need to use the bathroom please wear a mask.
    - Please limit unnecessary movements in the building. Maintain the social distance of at least 6 foot.

- Parent Pick up for belongings/medications,etc

- ○ Suggestions: If possible consider a recommendation of keeping students Google chromebooks at home over summer as it may be needed in the fall. This will minimize unnecessary handling of equipment, cleaning and sanitizing and need to redistribute for use in September. If a student plans to not return to Avalon School in Fall, turn in all school equipment.
- ○ Any student materials dropped off should be handled with mask/gloves and sanitized or left for a period of time before handling (min. 72 hrs-7 days).
- ○ Labeled Bins/tables by grade could help with the drop off of student items.
- ○ Perhaps designate a specific day of the week for students dropping off or picking up items to limit a crowd of students and families arriving to the school.
- ○ Social distancing should be emphasized and any parent/guardian pick up of belongings should be handled as a "grab and go", where they are not entering the building.
- ○ We recommend setting up tables in the vestibule of each school or use the bins in the AV vestibule. Mark these tables with grade number. Parents must call before arriving and the item can be placed on the table for pick up- during times office/nurse (for medication) staff is available. *Parents must wear a mask and wear gloves or sanitize hands outside the front entrance prior to opening the door.* Come into the lobby of school and take their belongings. This should be a "grab and go" situation with **no contact** necessary with staff. No entry needed into the front office or the rest of the building.
- ○ **If necessary for staff to distribute any belongings *directly* they should wear face coverings, gloves, and practice hand hygiene.**

Summer Program

The ESY program will be implemented remotely using the same closure plan guidelines. Students with IEPs who have been determined eligible for ESY will be invited to complete the program at Avalon or Ocean Academy, based on individual CST determinations. Progress on the general academic expectations and IEP goals will be reviewed for all students with special education services by the case manager with input from the teachers and families. Where applicable, those student's will be invited to attend remote academic or related service sessions throughout the summer. IEPs will be amended as necessary to accommodate.

Learning Loss will be assessed in the Fall by various diagnostic tests and benchmarks. Additional skill remediation will take place through basic skills groups, differentiated instruction, and homework club.

(revised 5/26/20)

Stone Harbor Schools
COVID-19
Long-Term Closure Educational Plan
(All Remote Plan)

In the event that the Stone Harbor Public Schools are ordered by the Cape May County or New Jersey Department of Health to close schools for an extended period of time, the district has developed a plan to continue educational services to all students PreK-8 in order to credit school days toward the 180 requirement. Per the NJDOE memo regarding COVID-19 dated March 5, 2020, "The planned services should include equitable access to instruction for all students. Each preparedness plan should also address the provision of appropriate special education and related services for students with disabilities and the provision of school nutrition benefits or services for eligible students." The following outlines the district's plan to meet said provisions:

Equitable Access to Instruction for All Students
- District teachers will develop online plans for instruction based on current instructional points in curricula in grades K-4. These will be posted on the district website by grade level and department and connected to Google classroom and other available platforms where developmentally appropriate.
- The district will ping the school app each morning to remind parents that school is closed, where to find the lessons on the district's website, and also instructing them on how to receive paper copies of materials if they do not have internet access and/or the necessary technology in their home.
- Preschool and kindergarten will use Dojo, Class packets for remote learning.
- Grade K-4 will use Google classroom for remote learning.
- K-4 Students will check in daily through a link shared with the parents.
- Other resources will be available for download on our school website.
- Parents will sign out chromebooks for grades K-2.
- Equitable access to WiFi was surveyed.
- If staff are permitted by the Health Department to report to the building, they will be available to grade work as it is submitted.
- Students in grades K-4 are assigned devices and were surveyed for internet access at home. Students are also provided with school managed Google accounts with access to email, productivity tools and learning management systems (Google Classroom, Pearson Realize, etc.). Parents also have access to Class Dojo as a form of communication with teachers.
- Information was sent to all families and posted to the school website about affordable internet services from local providers in the event that they no longer have the access that was reported in our surveys.

- If the student or families have difficulty accessing devices or the internet they are encouraged to call, leave a message, and our technology coordinator will contact them with assistance.

Demographic Profile of District

- Total Student Population: 90 students (177 students)
- State Funded Preschool Program: 0
- Students who are homeless: 0
- Students with disabilities: 4
- English Language Learners: 0
- Migrant: 0

Special Education and Related Services for Students with Disabilities

- There are 4 students with IEPs and 3 students with 504 plans that attend Stone Harbor Elementary School.
- The Child Study Team Supervisor and case manager will maintain communication with teachers and families/students to oversee development of online plans to ensure that IEP goals are addressed and accommodations and modifications are continually provided, including accessible materials and platforms. Paper copies of these plans will also be available through the above referenced system of communication. All calls and written communication will be available in English and in Spanish if requested.
- Assistive technology will be sent home with students if determined to be beneficial and/or required by the IEP.
- Activity sheets in paper form and alternate methods of service delivery may be provided to ensure related services such as speech, occupational and physical therapy continue. CST staff will monitor the frequency, delivery method, and efficacy of services delivered in order to determine the individual eligibility for compensatory hours.
- Case managers will reach out to the families, the general and special education teachers, and the related service providers on a weekly or bi-weekly basis through email, phone calls, and/or text messages.
  - These contacts include checks on the student's participation in services, progress, and needs, as well as provision of accommodations and modifications.
  - Information gathered is shared appropriately and if accommodations, modifications, goals or services need to be amended, then an IEP or 504 meeting to amend the documentation will be held virtually over Google Meet with the relevant parties.
  - All calls and written communication will be available in English and in Spanish if requested.

- IEP meetings, evaluation and other meetings to identify, evaluate and/or re-evaluate students with disabilities will be held virtually to the greatest extent possible.
- Evaluations are being determined on an individual basis by meeting with the relevant parties including the families (and students when applicable) virtually over Google Meet. During that meeting, the testing that is being called for is discussed and examined for the efficacy and availability of providing the testing virtually or postponing until it can be safely completed in person at the school or another agreed upon location with appropriate measures to ensure standardization.
  - If a team decides to postpone testing, documentation is provided that includes case manager and parent signatures.
  - If the student has current services in place, those services will remain in place until the team decides that the student no longer meets eligibility requirements.
  - 1:1 aides will continue to be available to all students who have one recommended in their current IEP

ELL and Bilingual Needs
- The district does not have ELL

Safe Delivery of Meals
- The district does not participate in the National Lunch Program

Length of Remote Instruction
Instruction takes place Monday through Friday using a four-hour session. Students are individually tracked through differentiating instruction. Progress reports and report cards have been issued at their designated calendar date.

Attendance
Students are self-reporting at the beginning of each day using a form to report that they're in attendance as well as how they're feeling for SEL purposes. This is captured in a spreadsheet and filtered for count by grade and student. Students who respond to the SEL question are filtered separately for follow up by guidance or the nurses.

Staff are self-reporting using the same swipe station software that we use for daily staff attendance at school. It's captured under a different station name to keep the data separate from the on site swipe station.

The nurses follow daily attendance and monitor parent and student imputed comments on how they are feeling each day at check in. Nurses respond to these comments as needed via email. Counselor also follows the daily check in posts and collaborates with nurses regarding student responses.

Teachers reach out to nurses and guidance counselor and CST (when applicable) when students are not participating in the online instruction and then the nurses/counselor/CST reaches out to the student and family via email and phone calls and Google Meet as needed and as necessary reports back to the teacher and administration regarding their well being and if any additional supports are needed. The teacher has ultimate responsibility for assignments collected.

Facility Plan

Maintenance staff will clean and disinfect all offices and lavatories being used on a daily basis, using the disinfecting agents recommended by CDC.

Closed portions of the building will be cleaned and disinfected on a regular basis, using the disinfecting agents recommended by CDC.

Using the New Jersey State School Nurses guidelines for re entry into school for end of year activities, we suggest the following precautions to minimize the risk of transmission of COVID-19 and maximize the safety of both staff and students:

- The school district abides by gathering regulations and social distancing as outlined by the NJDOH:
    - The number of people gathering should be no more than 10 people, with specific instructions to wear face coverings and practice proper hand hygiene.
    - <u>DO NOT</u> come to the schools if you are feeling sick with any of the known symptoms of COVID19 or if you have been exposed recently to a case of COVID19. Maintain directives for quarantine and isolation as directed.
    - Limit dates and times of the following to ensure completion of this process in a timely and efficient manner.

- Staff and room cleanout
    - Schedule time to enter school, limiting the number of staff members -no more than 2 or 3 at a time- can enter school to clean rooms.
    - Staff coming into the building to clean out the classroom are to <u>wear a mask upon entry</u> into the building,<u> sanitize hands prior to or upon entering the building or wear gloves</u>.
    - Go directly to their classroom to clean and pack their room.
    - While alone in the classroom no mask is required by the staff member. When classroom close up is completed, a mask is required to leave the room and the building.
    - If you need to use the bathroom please wear a mask.
    - Please limit unnecessary movements in the building. Maintain the social distance of at least 6 foot.

- Parent Pick up for belongings/medications,etc
    - Suggestions: If possible consider a recommendation of keeping students Google chromebooks at home over summer as it may be needed in the fall. This will minimize unnecessary handling of equipment, cleaning and sanitizing and need to

redistribute for use in September. If a student plans to not return to Stone Harbor schools in Fall, turn in all school equipment.

○ Any student materials dropped off should be handled with mask/gloves and sanitized or left for a period of time before handling (min. 72 hrs-7 days).

○ Labeled Bins/tables by grade could help with the drop off of student items.

○ Perhaps designate a specific day of the week for students dropping off or picking up items to limit a crowd of students and families arriving to the school.

○ Social distancing should be emphasized and any parent/guardian pick up of belongings should be handled as a "grab and go", where they are not entering the building.

○ We recommend setting up tables in the vestibule of each school or use the bins in the SH vestibule. Mark these tables with grade numbers. Parents must call before arriving and the item can be placed on the table for pick up- during times office/nurse (for medication) staff is available. *Parents must wear a mask and wear gloves or sanitize hands outside the front entrance prior to opening the door.* Come into the lobby of school and take their belongings. This should be a "grab and go" situation with **no contact** necessary with staff. No entry needed into the front office or the rest of the building.

○ **If necessary for staff to distribute any belongings *directly* they should wear face coverings, gloves, and practice hand hygiene.**

Summer Program

The ESY program will be implemented remotely using the same closure plan guidelines. Students with IEPs who have been determined eligible for ESY will be invited to complete the program at Stone Harbor, or Ocean Academy, based on individual CST determinations. Progress on the general academic expectations and IEP goals will be reviewed for all students with special education services by the case manager with input from the teachers and families. Where applicable, those student's will be invited to attend remote academic or related service sessions throughout the summer. IEPs will be amended as necessary to accommodate.

Learning Loss will be assessed in the Fall by various diagnostic tests and benchmarks, including The Fountas & Pinnell Benchmark Assessment Systems. Additional skill remediation will take place through basic skills groups, differentiated instruction, and homework club.
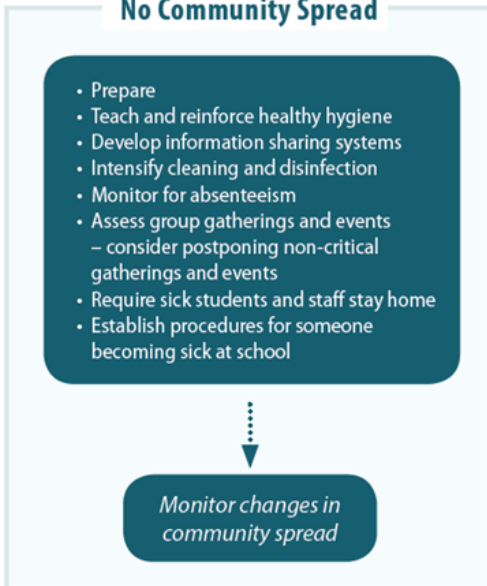
(revised 5/26/20)

School Decision Tree

All Schools Regardless of Community Spread

Confirmed person with COVID-19 in building? ······▶ Assess Risk ······▶ Short (potential 2-5 Day) Building Dismissal to Clean/Disinfect/Contact Trace in consultation with local health officials

No Community Spread

- Prepare
- Teach and reinforce healthy hygiene
- Develop information sharing systems
- Intensify cleaning and disinfection
- Monitor for absenteeism
- Assess group gatherings and events – consider postponing non-critical gatherings and events
- Require sick students and staff stay home
- Establish procedures for someone becoming sick at school

Monitor changes in community spread

Minimal to Moderate OR Substantial Community Spread

Is community spread Minimal to Moderate or Substantial?

M/M
- Coordinate with local health officials.
- Implement multiple social distancing strategies for gatherings, classrooms, and movement through the building.
- Consider ways to accommodate needs of children and families at high risk.

S
- Coordinate with local health officials.
- Implement multiple social distancing strategies for gatherings, classrooms, and movement through the building WITH EXTENDED SCHOOL DISMISSALS.
- Consider ways to accommodate needs of children and families at high risk.

CDC

Timeframe for Self-Isolation/Quarantine based on Testing Result

The purpose of **quarantine** is to keep people who might have been exposed (but not sick) to COVID-19 away from others. **Isolation** is to keep sick people and those infected with the COVID-19 virus away from those who are not infected. Self-quarantine/isolation are voluntary practices to reduce the spread of COVID-19.

It is expected that any person getting a COVID-19 diagnostic test (nasal swab or saliva) will self-quarantine after specimen collection AND are advised of the results of their test, unless otherwise directed by those administering the test. These recommendations are not for individuals who got serologic test (antibody). Depending on the test result, see below for the length of time that the individual should self-isolate/self-quarantine.

	Symptomatic Tested +	Symptomatic Tested –	Asymptomatic Tested +	Asymptomatic Tested – No COVID-19 household* or close contacts*	Asymptomatic Tested – But is a household contact* or close contact*	Asymptomatic Not/Never tested But is a household* or close contact*
Timeframe for Self-Quarantine or Self-isolation	72 hours (3 full days) fever-free without use of fever-reducing medications AND improvement in respiratory symptoms AND 10 days since symptoms first began (whichever is longer)	At least 72 hours (3 full days) after symptoms go away	10 days after specimen collection, assuming no symptoms develop^	No self-quarantine days required	14 days from last known exposure with the COVID-19 + person NOTE: Self-quarantine for individuals with household contacts who are COVID-19 positive begins AFTER the end of self-isolation of the household contact ends	

* **Household contacts** are individuals who live in the same house as a lab confirmed COVID-19 case. **Close contacts** are individuals who were within 6 feet of a lab confirmed COVID-19 case for a prolonged period (about 10 minutes or more) or had direct contact with the infectious secretions of a COVID-19 case (e.g., were coughed on). Walking past a lab confirmed COVID-19 case or just being in the same building does NOT qualify as being a close contact.
^Asymptomatic positive individuals who develop symptoms during their self-quarantine timeframe, should self-isolate and refer to the Symptomatic, Tested + column.

NOTE: Recommendation for self-isolation/quarantine is to stay/sleep in a separate room from others living in the home and use separate bathroom (if possible). This includes not being in close contact with household members (i.e., not sharing meals and spending time together in common areas) or going to work or out in public other than for health care. Wash hands often and clean and disinfect household items.

June 3, 2020

NJ Residents with a Positive COVID-19 Test: Instructions & Next Steps

Question	Instructions
I tested positive for COVID-19. What should I do now?	If you tested positive, you must stay at home and self-isolate. This means stay in a different bedroom from others in your home, and if possible, use a separate bathroom. You must self-isolate until 1 full day (or 24 hours) has passed since you had a fever without the use of fever-reducing medications **AND** other symptoms are greatly improved **AND** at least 10 days have passed since symptoms first started, or, if you had no symptoms, stay home 10 day after you received your positive test results. If you live with other people and they were not tested, they should keep their distance from you. This includes not eating meals together and not sitting around the house together. Practice social distancing as much as is possible (stay at least 6 feet from each other). Wear face coverings when in public.
What should the people who live in my home know/do?	If they are **symptomatic** (sick; have COVID-19 symptoms), they should also **self-isolate** for 1 full day (or 24 hours) until they are fever-free without the use of fever-reducing medications **AND** other symptoms are greatly improved **AND** at least 10 days have passed since symptoms first started. If the symptoms are mild, they should recover at home. If the symptoms worsen and a medical evaluation is needed, call health care provider. Consider getting a viral COVID-19 test to see if you are currently infected. If they are **asymptomatic** (not sick; have no COVID-19 symptoms), they should **self-quarantine** for 14 days AFTER any sick person in the household's self-isolation period ends. If the asymptomatic person develops symptoms, they should follow the self-isolation instructions above. Symptoms may take 2-14 days to appear. It is important to monitor their health long enough to ensure they do not develop symptoms. Consider getting a viral COVID-19 test to see if you are currently infected.
What is the difference between mild and moderate symptoms?	Mild symptoms are when you feel unwell but can stay home and manage at home. Most people with mild symptoms can recover from home. See above for how long you should stay home/self-isolate. Moderate symptoms are those where you may need a medical evaluation from your health care provider. If your symptoms worsen over time and do not get better, especially if you have trouble breathing, call your health care provider to determine next steps.
Should I tell other people that they may have been exposed to the COVID-19 virus?	Those who have been closest to you for a prolonged period of time are going to be at highest risk. Household members and others with whom you spent a prolonged period of time (more than 10 minutes) within 6 feet of you, or shared a meal, would be at increased risk and should be advised to self-quarantine at home for 14 days AFTER your, or any sick household members self-isolation period ends. If the asymptomatic person develops symptoms, they should follow the self-isolation instructions above. People who you did not spend a prolonged period of time (less than 10 minutes) within 6 feet are at lower risk. This would include people that you may have been in an indoor space for a prolonged period of time. They should monitor their health; no restrictions about where they go. They should wash hands often, practice social distancing and wear face coverings. If possible, you should notify individuals above regarding your illness. Work or school supervisors may be informed to help with this process. People who you may have casually come into contact with (e.g., passed by in the hall, briefly spent time within a room, shared a short elevator ride), are not considered to be at risk and do not need to be contacted.

For general info abut COVID-19, call 1-800-962-1253 or 211 or go to njcovid19.nj.gov or nj.gov/health   July 20, 2020

NJ Residents who Tested Negative for COVID-19: Instructions & Next Steps

Question	Instructions
I had symptoms and tested negative for COVID-19.	If you tested negative for COVID-19 but are currently experiencing symptoms, the recommendation is to stay home and practice social distancing until 24 hours after your fever has ended without the use of fever reducing medications and other symptoms improve. After this time, you may resume regular activities. It is recommended that everyone wears a face covering when in public spaces. This protects you from anyone who may not feel sick (but might be asymptomatic) and able to spread the virus to others. Wash hands and clean and disinfect high-touch surfaces often.
I have no symptoms and tested negative for COVID-19 but live with someone who is COVID-19 positive.	Even though you tested negative and have no symptoms, living with a person with COVID-19 means that you may be exposed to the virus. For this reason, it is recommended that you monitor yourself for symptoms. The person who lives with you should practice self-isolation for 10 days from the time symptoms began AND 24 hours (or 1 full day) being fever-free without fever reducing medicine. You are recommended to self-quarantine for 14 days AFTER their self-isolation ends. This is because it may take 2-14 days for symptoms to develop.
I have no symptoms and tested negative for COVID-19 but was told I am a close contact of a person who is COVID-19 positive. Now what?	If you were identified as being a close contact of a COVID-19 person, it is recommended that you self-quarantine for 14 days from the last date of exposure with the person, even if you tested negative. This is because it may take 2-14 days for symptoms to develop. While you are self-quarantining, monitor yourself for symptoms. **Close contacts** are individuals who were within 6 feet of a lab confirmed COVID-19 case for a prolonged period (about 10 minutes or more) or had direct contact with the infectious secretions of a COVID-19 case (e.g., were coughed on). Walking past a lab confirmed COVID-19 case or just being in the same building does NOT qualify as being a close contact.
What if I tested negative but still feel sick?	If you test negative for COVID-19 but still have symptoms, it is likely you may have another respiratory virus. You should continue to self-isolate yourself from others, practice good hand hygiene and clean and disinfect surfaces in the home. If your symptoms worsen or don't get better after several days, you should call your health care provider. You should not return to work/school or go to public places until 24 hours (1 full day) after your fever has ended without the use of fever-reducing medications and other symptoms have improved.
What other actions should I take to protect my health?	As long as the virus that causes COVID-19 is spreading in your community, continue to practice social distancing, wash hands often and avoid touching your face, and clean and disinfect high-touch surfaces daily in household common areas (e.g. tables, hard-backed chairs, doorknobs, light switches, remotes, handles, desks, toilets, sinks, phones). Wear a face covering when in public places. This protects you from anyone who may not be sick (but may be asymptomatic) and able to spread the virus to others.

For general information about COVID-19, call 1-800-962-1253 or 211. Or go to njcovid19.nj.gov or nj.gov/health

July 20, 2020

COVID-19 SCENARIOS & BENEFITS AVAILABLE

Worker needs time to care for others		PAID SICK TIME					
		Federal Emergency Law: **Childcare FMLA*** dol.gov	Federal Emergency Law: **Paid Sick Leave*** dol.gov	NJ Law: **Earned Sick Leave** mysickdays. nj.gov	**Unemployment Insurance** myunemployment.nj.gov	After or instead of	NJ Law: **Family Leave Insurance** myleavebenefits.nj.gov
1	Employee unable to work because must care for child(ren) at home due to coronavirus closure	✓	✓	✓	✓	»»	✗
2	Worker is caring for family member who is diagnosed, or in isolation or quarantine with suspicion of exposure		✓	✓	✓	»»	✓

Worker is sick or loses work		Federal Emergency Law: **Paid Sick Leave*** dol.gov	NJ Law: **Earned Sick Leave** mysickdays. nj.gov	**Unemployment Insurance** myunemployment.nj.gov	After or instead of	NJ Law: **Temporary Disability Insurance** myleavebenefits.nj.gov
3	Worker who has COVID-19, or symptoms of COVID-19	✓	✓	✓	»»	✓
4	Person who is out of work because employer voluntarily closed	✗	✗	✓		✗
5	Person who is out of work because employer was ordered closed	✗	✓	✓		✗
6	Worker has less hours available due to business slow down or lack of demand	✗	✗	✓		✗
7	Employer stays open in defiance of State closure or public health order, and worker refuses to work	✗	✓	?		✗
8	Employer permitted to be open, but worker is afraid of gathering in a group and refuses to work (self-distancing)	✗	✓	✗		?
9	Worker is advised by healthcare provider or public health authority to quarantine	✓	✓	✓	»»	✓
10	Health care provider exposed at work and recommended by medical professional to self-quarantine	?	✓	✓	»»	✓
11	Freelance, independent contractor or "gig" worker has no work or lost hours due to public health emergency	✗	✗	✓		✗
12	Worker received 26 weeks of unemployment; worker remains unemployed	✗	✗	✓		✗

✓ YES ✗ NO ? MAYBE (PLEASE APPLY; EVALUATED CASE BY CASE)

Employer pays sick leave and childcare FMLA; others require application to the State. You cannot receive pay or benefits from more than one program/law at the same time.

* **Effective April 1, 2020:** New federal law requires covered employers to provide emergency paid sick leave to certain employees to care for themselves or a family member due to coronavirus illness, symptoms, quarantine or school/child care closure. The Federal Family and Medical Leave Act (FMLA) has also been amended to provide job-protected emergency paid leave to employees who are unable to work because their child does not have school or child care, due to coronavirus. See **nj.gov/labor** for details. The U.S. Department of Labor will be issuing further guidance and this document may be updated as more information becomes available.

A person who has, because of their employment, contracted COVID-19 at work could be eligible for **Workers' Compensation** and would file through their employer.

The information on this flier is meant to give a general picture of benefits and rights available in certain COVID-19 work-related situations. Documentation may be required.

NJ.GOV/LABOR

LAST UPDATED: 4.16.2020

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Helpful CDC educational posters:

https://www.cdc.gov/coronavirus/2019-ncov/images/face-covering-checklist.jpg

https://www.cdc.gov/coronavirus/2019-ncov/downloads/Young-Mitigation-recommendations-resources-toolkit.pdf

https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread_poster.pdf

https://www.cdc.gov/coronavirus/2019-ncov/downloads/COVID19-symptoms-11x17-en.pdf

https://www.cdc.gov/coronavirus/2019-ncov/downloads/sick-with-2019-nCoV-fact-sheet.pdf

https://www.cdc.gov/coronavirus/2019-ncov/downloads/Young_Mitigation_recommendations_and_resources_toolkit_03_COL.pdf

https://www.cdc.gov/coronavirus/2019-ncov/downloads/COVID-19-Quarantine-vs-Isolation.pdf

Checklist for parents/teachers:

https://www.cdc.gov/coronavirus/2019-ncov/downloads/schools-checklist-parents.pdf

https://www.cdc.gov/coronavirus/2019-ncov/downloads/schools-checklist-teachers.pdf

Workplace questions re: COVID-19

https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html#:~:text=Sick%20employees%20should%20follow%20steps,to%20return%20to%20work.

Proper use and care of face coverings:
https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering.pdf

Contact tracing information to be shared with staff and families:
https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/contact-tracing-infographic.html

NJEA   Recommended   Minimum   Safe   Requirements:
https://assets.njea.org/njea-media/NJEAMinimumAcceptableStandards_7-23-20.pdf?utm_source=WhatCountsEmail&utm_medium=NJEA%20MainActive%20Members&utm_campaign=All%20member%20school%20reopening%20update%20-%207-24-20

Medical and Nursing Resources

a. NASN Care of Ill Students/Staff in School Setting in Response to COVID-19: https://higherlogicdownload.s3.amazonaws.com/NASN/3870c72d-fff9-4ed7-833f-215de278d256/UploadedImages/PDFs/03182020_NASN_Considerations_for_School_Nurses_Regarding_Care_of_Students_and_Staff_that_Become_Ill_at_School_or_Arrive_Sick.pdf

b. Centers for Disease Control and Prevention. (2020, March 12). Interim guidance for administrators of US K-12 schools and childcare programs. Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID19), https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html

c. American Academy of Pediatrics 2019 Novel Coronavirus (COVID-19) webpage regarding how to prevent transmission, how to care for infected individuals, activities when school and day care are closed, how to speak to kids about the virus.

d. Readiness and Emergency Management for Schools https://rems.ed.gov/Resources_Hazards_Threats_Biological_Hazards.aspx

e. World Health Organization rolling updates on COVID-19 https://www.who.int/emergencies/diseases/novel-coronavirus-2019/events-as-they-happen

f. Centers for Disease Control and Prevention, Coronavirus Disease 2019 (COVID-19) https://www.cdc.gov/coronavirus/2019-ncov/about/transmission.html.

g. Handwashing and Hand Sanitizer Use at Home, at Play, and Out and About, https://www.cdc.gov/handwashing/pdf/hand-sanitizer-factsheet.pdf

h. Return to Work/School after COVID19 diagnosis with/without test an/or symptoms: https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html

i. NASN letter to school principals and superintendents: https://higherlogicdownload.s3.amazonaws.com/NASN/3870c72d-fff9-4ed7-833f-215de278d256/UploadedImages/PDFs/02282020_NASN_Coronavirus_19_Guidance_for_School_Principals_and_Superintendents.pdf

j. Social Distancing: https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html

k. CDC Algorithm and FlowChart for School Closure Considerations: https://www.cdc.gov/coronavirus/2019-ncov/downloads/considerations-for-school-closure.pdf

l. Mayo Clinic Guidance on non-COVID19 Fevers: https://www.mayoclinic.org/diseases-conditions/fever/symptoms-causes/syc-20352759

m. Discontinuation of Home Isolation for those with COVD 19 Symptoms: https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html

n. WHO Return to work guidelines/temp threshold reference: https://www.who.int/docs/default-source/coronaviruse/getting-workplace-ready-for-covid-19.pdf

o. How to Reuse PPE: https://www.registerednursing.org/how-reuse-ppe/

p. CDC Optimizing PPE: https://www.cdc.gov/coronavirus/2019-ncov/hcp/ppe-strategy/index.html

q. CDC Healthcare Infection and Preventions FAQs for COVID-19: https://www.cdc.gov/coronavirus/2019-ncov/hcp/infection-control-faq.html?deliveryName=USCDC_2067-DM26308

r. AAP COVID-19 Planning Considerations for Return to In-Person Education in Schools: https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/covid-19-planning-considerations-return-to-in-person-education-in-schools/

s. CDC Information for Pediatric Healthcare Providers: https://www.cdc.gov/coronavirus/2019-ncov/hcp/pediatric-hcp.html.

t. NASN Interim Guidance: Role of the School Nurse in Return to School Planning https://higherlogicdownload.s3.amazonaws.com/NASN/3870c72d-fff9-4ed7-833f-215de278d256/UploadedImages/PDFs/COVID-19_Interim_Guidance_Role_of_the_School_Nurse_in_Return_to_School_Planning.pdf

u. StrongSchoolsNC Public Health Toolkit (k-12) https://files.nc.gov/covid/documents/guidance/Strong-Schools-NC-Public-Health-Toolkit.pdf

Sample of Staff/Student/Visitor Online Screening Tool

https://forms.gle/oZBMJ7qeWuUqDSkU6

Sample PASS for entrance:
https://docs.google.com/document/d/1_pupbBt6WwqPs3IlZAMoK4HCeEQwHOxOsdexEVbsBeE/edit

Suggested Infection Control materials and PPE:

School Building: hand sanitizer (at least 60% alcohol); hand soap; paper towels; EPA cleaning products
https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19

Teachers: cloth face coverings, hand sanitizer, cleaning products EPA appropriate; tissues

Students: cloth face coverings

Nurses: cloth face coverings, surgical masks, face shields, gowns, gloves, hair/foot coverings, screening thermometers- touchless; cleaning products EPA appropriate

Custodial staff: cloth face coverings, gloves

Nutrition staff: cloth face coverings, gloves

Bus driver/ bus aide: cloth face coverings, hand sanitizer, cleaning products EPA appropriate, tissues

All other school staff: cloth face coverings

Person who presents with COVID-19 symptoms on site: surgical mask or cloth face coverings

Individual accompanying or supervising a person who screens positive for COVID-19 symptoms on site: surgical mask or cloth face covering; gloves; hand sanitizer