

Keansburg School District



KSD THE ROAD BACK PLAN 2020-2021

Summary

The COVID-19 pandemic impacted every aspect of our lives. As we look to the future and plan for students to return to schools in-person this fall, we must recognize and prepare for the ways the virus and necessary public health response has changed and will change the way students learn.

The Keansburg School District's Restart and Recovery Plan provides all stakeholders with the information necessary to ensure that our district schools reopen safely and are prepared to accommodate students' unique needs during this unprecedented time.

The Plan presents guidance related to four key subject areas:

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

Conditions for Learning

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

Wraparound services and child care will need to be modified and expanded to meet student and family needs in the context of varied work and school schedules. These factors have challenged the school and district planning teams to focus on creative ways to optimize conditions for learning as part of planning for the return to school.

In addition to health and safety standards, are embedded in this plan to meet the needs of all student groups and educators. This section covers the following topics:

- Health and Safety
- Social Emotional Learning (SEL) and School Climate and Culture
- Multi-Tiered Systems of Support (MTSS)
- Wraparound Supports
- Food Service and Distribution
- Quality Child Care

Health and Safety: Standards for Establishing Safe and Healthy Conditions for Learning

The Keansburg School District is obligated to ensure the health and safety of each student and staff member. This section sets forth the standards and considerations related to establishing safe and healthy conditions for learning in the following critical areas. These provisions reflect the recommendations of the New Jersey Department of Health and are informed by CDC guidance.

Each of the below critical areas of operation are addressed in this reopening plan.

1. General Health and Safety Guidelines
2. Classrooms, Testing, and Therapy Rooms
3. Transportation
4. Student Flow, Entry, Exit, and Common Areas
5. Screening, PPE, and Response to Students and Staff Presenting Symptoms
6. Contact Tracing
7. Facilities Cleaning Practices
8. Meals
9. Recess/Physical Education
10. Field Trips, Extra-curricular Activities & Use of Facilities Outside of School Hours

Throughout this section, provisions marked “Anticipated Minimum Standards” describe anticipated health and safety impacts so that every district can work from a set of established statewide standards and ensure that our State’s educational health does not come at the expense of our public health. The conduct permitted will be controlled by Executive Order and thus, is subject to change.

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

The Keansburg School District will ensure the Anticipated Minimum Standards below are implemented:

- 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 your community
 - Protecting and supporting staff and students who are at [higher risk for severe illness](#), such as providing options for telework and virtual learning
 - Following CDC's [Guidance for Schools and Childcare Programs](#)
 - [Promoting behaviors that reduce spread](#):
 - Stay home when appropriate
 - Hand hygiene and respiratory etiquette
 - Face coverings
 - Signs and messages

- Reasonable accommodations will be provided for individuals that the [Centers for Disease Control identifies as having a higher risk for severe illness from COVID-19](#), including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:
 - 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 (504 Plan).

More specifically and further considerations, where applicable, by building is detailed below:

Port Monmouth Road School:

- Attendance Works visual support for “When to Keep Students Home” will be shared with families during Pre-K Welcome, Back to School Night, in Family Handbook, and as deemed appropriate by administration, nursing, or teaching staff.
- Handwashing procedure will be shared with families during Pre-K Welcome, Back to School Night, and in Family Handbook.
- Follow district policy for Employee Entrance to Program
- Follow district policy for Visitation
- Follow district, local and state policies for communicating mitigation levels in the community.
- Follow district procedures for making accommodations for individuals 65 or over, or with

special needs (IEP or Section 504) and/ or underlying medical conditions

- Classes will be at two thirds capacity for on site instruction with a maximum of ten students on site per general education classroom.
- When weather allows, windows can be opened to allow for greater air circulation.
- Main entrances and exits will have hand sanitizer stations for all visitors

Caruso School:

- Students grades K-5 who choose in-person instruction will attend school for five half-days a week. Social distancing will be enforced to the largest extent possible.
- Students grades K-5 who choose all remote instruction will take place with live teacher-directed instruction daily from 1:00 - 2:30. These students will be given remote assignments to complete the next morning before their next live session.

Bolger School:

- Class sizes will be reduced due to some students choosing remote learning
- Students will wear masks while in the building
- In person 5 days a week abbreviated hours.
- When weather allows, windows can be opened to allow for greater air circulation. Indoor environments with recirculated air are the riskiest of environments for COVID-19 spread.
- Main entrances and exits will have hand sanitizer stations for all visitors.

Keansburg High School:

- Class sizes will be reduced due to some students choosing remote learning
- Students will wear masks while in the building
- In person 5 days a week abbreviated hours.
- When weather allows, windows can be opened to allow for greater air circulation. Indoor environments with recirculated air are the riskiest of environments for COVID-19 spread.
- Main entrances and exits will have hand sanitizer stations for all visitors.

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

Implementing social distancing practices in all instructional and non-instructional spaces is critical to ensuring the health and safety of students and staff. To that end, student desks and seating in classrooms, cafeterias, multi-purpose rooms, and other spaces will be separated by at least six feet to the maximum extent practicable. Where such physical distancing is not feasible or difficult to maintain, protective measures such as physical barriers between students and arranging seating such that all individuals face the same direction can help reduce transmission.

The Keansburg School District will ensure the Anticipated Minimum Standards below are implemented:

Schools and districts must allow for social distancing within the classroom to the maximum extent practicable. This can be achieved by ensuring students are seated at least 6 feet apart. If schools are not able to maintain this physical distance, additional modifications should be considered. These include using physical barriers between desks and turning desks to face the same direction (rather than facing each other) or having students sit on only one side of the table, spaced apart.

- Face coverings are always required for students, staff and visitors unless it will inhibit the individual's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- 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.
- 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 if A/C is not provided.
 - Filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- Prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol):
 - In each classroom (for staff and older children who can safely use hand sanitizer).
 - At entrances and exits of buildings.
 - Near lunchrooms and toilets.
 - Children ages 5 and younger should be supervised when using hand sanitizer.
 - For classrooms that have existing handwashing stations, prepare stations with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
- 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 (at least 60% alcohol) if washing with soap and water is not possible.

More specifically and further considerations, where applicable, by building is detailed below:

Port Monmouth Road School:

- Materials will be organized so that student use is individual when possible for example individual labeled student bins with materials for specific activities.
- Materials can be used across the section but must be cleaned and sanitized daily.
- Soft materials are not permitted with the exception of a small blanket for rest time. This will be returned daily to families.
- Student diapering procedures will follow DCF guidelines including the use of disposable paper liner placed on mat prior to diapering and disposed of after diapering.
- Testing and Therapy will be administered following NJDOE guidelines and district policies.
- Materials will be limited to one group of children at a time and cleaned and disinfected between use.
- When possible, staff will ensure adequate supplies to minimize sharing of high touch materials to the greatest extent possible.
- Staff will 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.
- Allow outdoor class time where possible and when seasonally appropriate.
- Classroom procedures:
 - Children will rest six feet apart during rest time
 - Students will socially distance or have a physical barrier when eating, and doing other activities.
 - Faculty will avoid planning close group learning activities like reading circles.
 - Faculty and staff will follow DECE guidelines for handwashing with soap and water, including but not limited to, at a minimum:
 - at the start of the day when children enter the classroom
 - before and after meal times
 - after using the toilet
 - after sneezing, wiping, and blowing noses
 - when students come in from outdoor play or recess
 - if student touches face
 - before and after messy play
 - In limited cases, hand hygiene with an alcohol-based sanitizer or alcohol-based wipes, when there is no visible soiling of hands, are alternatives to hand washing with soap and water by children over 24 months of age, under the supervision of the teacher.
 - The CDC recommends an alcohol-based sanitizer that is at least 60% alcohol and to rub the product over all surfaces of your hands and fingers until your hands are dry, about 20

seconds, then wash hands with soap and water as soon as possible.

Caruso School:

- Students who choose in person instruction will attend 5 days at half sessions.
- Students will be socially distanced in the classroom and around the school building when possible.
- Students will be required to wear a mask at all times.
- The flow of traffic in the hallways will be marked with traffic patterns and multiple exit and entry doors will be utilized. Signs will be posted within and outside of the building promoting social distancing.

Bolger School:

- Students who choose in person instruction will attend 5 days at half sessions.
- Students will be socially distanced in the classroom and around the school building when possible.
- Students will be required to wear a mask.
- The flow of traffic in the hallways will be marked with traffic patterns and multiple exit and entry doors will be utilized.

Keansburg High School:

- Students who choose in person instruction will attend 5 days at half sessions.
- Students will be socially distanced in the classroom and around the school building when possible.
- Students will be required to wear a mask.
- Hallways will be equipped with physical guides so that traffic flow during class change provides a safe distance for students.
- Windows will be open in hallways and in classrooms to ensure appropriate ventilation. All classrooms, hallways, bathrooms, entrance ways will have extra hand sanitizing stations.
- During Physical Education class, students will not share equipment, and no students will be utilizing the locker room for changing.
- Students will receive grab and go lunch as they exit, and this will include their breakfast for the next morning as well.

Critical Area of Operation #3: Transportation

Transporting students poses a particularly difficult challenge to restarting school operations in the presence of COVID-19. As the 2020-2021 school year approaches, The Keansburg School District has considered how to get students to and from school buildings while protecting the health and safety of those students and the personnel who provide these services. This section explains how the district will support this objective.

KSD will attempt to maintain social distancing practices on buses (at least six feet of distance between riders) to the maximum extent practicable. Several methods are available to achieve such social distancing:

- The CDC recommends that school districts modify the manner students are seated on a school bus such that there is one student seated per row, skipping a row between each child, if possible. Under this scenario, a 54-passenger school bus would only have 11 passengers (seating students who reside in the same household in the same row, whenever possible, would increase capacity).
- Alternatively, a district may consider seating one student per row, as has been done in some countries and [recommended in Montana](#), doubling the vehicle's capacity.
 - For example, several companies have started marketing physical barriers that separate rows on a school bus. Such equipment would allow students to be seated in each row, thereby doubling the socially distant capacity that was previously noted.

However, recognizing the potentially significant economic and operational challenges that might arise in achieving these standards, the NJDOE has provided the following anticipated minimum standards and considerations.

The Keansburg School District will ensure the Anticipated Minimum Standards below are implemented:

- If a district is providing transportation services on a school bus, a face covering must be worn by all students upon entering the bus unless doing so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
 - Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.
- Adopt best practices for cleaning and disinfecting school buses and other transport vehicles (see [guidance for bus transit operators](#)).

More specifically and further considerations, where applicable, by building is detailed below:

Port Monmouth Road School (Courtesy Busing):

- All students must wear face coverings within state guidelines to ride the Pre-K

courtesy bus. Social distancing is not required for students wearing masks. Any student that is not compliant loses bus privileges for the school year.

- Thermometers will be disinfected by school nurse and distributed to bus aides prior to each student session. Temperature logs will be completed by bus aides and collected given to the school nurse after student arrival.
- Bus aide will use hand sanitizer and gloves. Bus aides 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. Bus aide will scan temperature using touchless thermometer. If temperature is below 100.4, student will be permitted to enter the bus. If temperature is 100.4 or above, student will not be permitted to enter. Teacher or paraprofessional will log student name, parent or guardian that was notified of temperature, date and temperature and their initials only for students with temperature at or over 100.4 in temperature log and submit log to school nurse. We will follow the district policy for students' exclusions from the program.
- Bus aide will return the temperature log and thermometer to school nurse.
- School nurse will follow procedures for logging temperatures of students not permitted to come to school, and sanitize the thermometer.

District (IEP Driven):

- All Special Needs Students who have busing in their IEP must wear face coverings within state guidelines to ride the bus. Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.
- Students will have their temperature taken by their classroom teacher or paraprofessional when exiting the bus.
- Thermometers will be disinfected by school nurse and distributed to the classroom teacher/paraprofessional prior to each student session. Temperature logs will be completed by classroom teacher/paraprofessional and collected given to the school nurse after student arrival.
- Classroom teacher/paraprofessional will use hand sanitizer and gloves. Classroom teacher/paraprofessional must visually check students for symptoms upon arrival to the school. Classroom teacher/paraprofessional will scan temperature using touchless thermometer. If temperature is below 100.4, student will be permitted to enter their classroom. If temperature is 100.4 or above, student will not be permitted to enter. Classroom teacher or paraprofessional will log student name, parent or guardian will be notified by the school nurse to come pick their child from school due to temperature. School protocols for returning to school will be followed.
- Classroom teacher/paraprofessional will return temperature log and thermometer to school nurse.
- School nurse will follow procedures for logging temperatures of students not permitted to come to school, and sanitize thermometer.

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

The Keansburg School District has established a process and location for student and staff health screenings. This includes 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.

The Keansburg School District will ensure the Anticipated Minimum Standards below are implemented:

- School District Reopening Plans should establish the process and location for student and staff health screenings. See below Critical Area of Operation #5 “Screening, PPE, and Response to Students and Staff Presenting Symptoms” for additional information.
- 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 (e.g. guides for creating “one-way routes” in hallways).

More specifically and further considerations, where applicable, by building is detailed below:

Port Monmouth Road School:

- Students will enter and dismiss their classroom from the exterior door and will remain within their classroom for the majority of their time on site. Students will be allowed outdoors socially distanced from other cohorts.
- As students enter, temperatures will be taken and students will be screened appropriately in accordance with adopted policy.
- Physical guides, such as tape on floors and/or sidewalks and signs on walls will assist in ensuring that staff and students remain at least six feet apart in the Caruso Pre-K hallway.
- Face coverings are required.

Caruso School:

- Daily Entrance/Exit, each grade level will have their own entrance and exit doors
 - As students enter, temperatures will be taken and students will be screened appropriately in accordance with adopted policy.
 - Frances Place: Kindergarten
 - Myrtle Avenue : 1st Grade
 - Ramsey Avenue: 5th Grade
 - Playground 1 (office): 2nd Grade
 - Playground 2 (middle): 3rd Grade
 - Playground 3 (gym): 4th Grade
- Common Areas
 - Face coverings are required.
 - Flow of traffic within the hallways identified on walls/floor
 - Common areas, such as cafeteria will be marked and provided specific/clear guides for social distancing. Cafeteria tables will be spread and marked to limit the amount of students per table.

Bolger School:

- Face coverings are required.
- Multiple entry and exit doors will be assigned per grade level, limiting the number of students entering at one point. As students enter, temperatures will be taken and students will be screened appropriately in accordance with adopted policy.
- Flow of traffic within the hallways identified on walls/floor
- Common areas, such as cafeteria will be marked and provided specific/clear guides for social distancing.

Keansburg High School:

- All hallways will be equipped with physical guides on the floors and walls to ensure proper social distancing.
- Face coverings are required.
- Students and staff will be required to wear face masks during any time in the hallways.
- Upon entry to the building staff will record their temperature.
- For students, there will be three points of entry. As students enter, temperatures will be taken and students will be screened appropriately in accordance with adopted policy.
- Common areas will be marked and provided specific/clear guides for social distancing.

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

The Keansburg School District will ensure the Anticipated Minimum Standards below are implemented:

- School districts must adopt a policy for screening students and employees upon arrival for symptoms and history of exposure. Policies must include the following:
 - 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.
 - 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. Procedures must include the following:
 - Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Follow [current Communicable Disease Service guidance](#) for illness reporting.
 - If the 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.
 - District should implement a policy to prepare for when someone tests positive for COVID-19 that include written protocols detailing the district's COVID-19 related response for symptomatic students and staff. Protocols must be consistent with the district's contact tracing policy (see "Critical Area of Operation #6: Contact Tracing") to the maximum extent practicable. Protocols must include:
 - Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
 - Follow current Communicable Disease Service guidance for illness reporting.
 - Adequate amount of personal protective equipment (PPE) available, accessible, and provided for use.
 - Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
 - Continuous monitoring of symptoms.
 - Readmittance policies 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](#)
 - Written protocols to address a positive case.
- Parents will be encouraged daily to be alert for signs of illness in their children and keep them

home when they are sick. Weekly a district phone blast will be sent out reminding parents to take their child's temperature before school and review the COVID-19 DAILY SCREENING FOR STUDENTS/STAFF. This screening was sent out through Genesis and is also available for families on the district website.

- 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.
- Students are required to wear face coverings, 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 a 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 Program (IEP), precludes the use of face covering.
 - The student is under the age of two (2) and could risk suffocation.
- 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.

Critical Area of Operation #6: 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. It is a long-standing practice in New Jersey and around the world and is an integral function of local health departments in keeping communities safe from the spread of disease. Upon notification that a resident has tested positive for COVID-19, a local health department will call to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least 10 minutes. Trained professionals from the community then get in touch with those close contacts to recommend next steps, such as self-quarantining, and to provide critical education and support in risk mitigation strategies. Increasing the number and capacity of contact tracers has been a top priority of the Governor as these practices can help slow the spread of COVID-19.

All school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school and district, will be provided information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease. Schools and districts will engage the expertise of their school nurses to educate the broader school community on the importance of contact tracing.

School Nurses will assist in contact Tracing. Each School Nurse completed the Johns Hopkins University's COVID-19 Contact Tracing course.

Critical Area of Operation #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. The Keansburg School District has developed 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.

The Keansburg School District will ensure the Anticipated Minimum Standards below are implemented:

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. Each school district must develop a procedure manual to establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used. Districts must:

- 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 (e.g., doorknobs, light switches, classroom sink handles, countertops). Use all cleaning products according to the directions on the label. For disinfection most common EPA-registered household disinfectants should be effective. A list of products that are [EPA-approved for use against the virus that causes COVID-19](#) is available on the EPA's website. Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.) Examples of frequently touched areas in schools:
 - Classroom desks and chairs
 - Lunchroom tables and chairs
 - Door handles and push plates
 - Handrails
 - Kitchens and bathrooms
 - Light switches
 - Handles on equipment (e.g. athletic equipment)
 - Buttons on vending machines and elevators
 - Shared telephones
 - Shared desktops
 - Shared computer keyboards and mice
 - Drinking fountains
 - School bus seats and windows
- Sanitize bathrooms daily, or between use as much as possible, using [protocols outlined by the Environmental Protection Agency \(EPA\)](#).

More specifically and further considerations, where applicable, by building is detailed below:

Port Monmouth Road School:

- Follow District Facilities Policies and Procedures including: Filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- Faculty and staff will be required to complete logs for cleaning rotation of materials (daily) and classroom interest areas (weekly) and are expected to produce logs upon request.
- All materials used by a section of students will be cleaned and disinfected prior to being used by other students.
- All rest mats will be cleaned using a two step process weekly and stored separately from other students' mats.
- Table and sink cleaning will use a two step process as has been past practice.

Caruso School:

- Water fountains turned off on each floor
- Keep windows open as much as possible
- Playground will be disinfected between use
- Hand sanitizer available at all entrances of the school and classrooms
- Teachers will be provided with approved sanitation supplies to use when students are not in the room should they choose to

Bolger School:

- Hand sanitizer stands (2) will be placed at each grade level entry door (3).
- Individual classrooms/teachers will be provided with sanitation supplies to be used as appropriate/as needed.
- Interior classrooms will be moved to exterior classrooms to allow for ventilation by opening windows.
- Hallway water fountains will be turned off.

Keansburg High School:

- The school will be cleaned and sanitized each night.
- Hand sanitizer stands (2) will be placed at each grade level entry door (3).
- Water fountains turned off on each floor
- There will be hand sanitizing stations throughout the building, in the hallways, bathrooms, all entry ways, and in classrooms

Critical Area of Operation #8: Meals

The Keansburg School District will ensure the Anticipated Minimum Standards below are implemented:

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, pursuant to the protocols outlined [here](#) by the Environmental Protection Agency (EPA).
- Space students at least six feet apart.
- Individuals must wash their hands after removing their gloves or after directly handling used food service items.

More specifically and further considerations, where applicable, by building is detailed below:

Port Monmouth Road School:

- Lunch will be served individually using social distancing and/or barriers daily. **Family style dining is no longer permitted.**
- Staff will be required to wash their hands with soap prior to putting on food service gloves to serve lunches and immediately after removing gloves or after directly handling food service items.
- Grab and Go breakfast will be distributed at dismissal to cover breakfast for the following day.

Caruso School:

- Upon daily exit, students who are in school will take home two meals (lunch and breakfast for the next day). Students who are on all remote instruction will be able to pick up meals on Monday and Wednesday of each week.

Bolger School:

- No breakfast/lunch will be served in school. When students dismiss each day, they will be given meals (“Grab and Go”).

Keansburg High School:

- No breakfast/lunch will be served in school. When students dismiss each day, they will be given meals (“Grab and Go”).

Critical Area of Operation #9: Recess/Physical Education

The Keansburg School district has completed an inventory of outdoor spaces and will mark off areas to ensure separation between students. Recess will be staggered by groups and staff will disinfect playground equipment and other shared equipment between uses. The district district has also considered 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.

The Keansburg School District will ensure the Anticipated Minimum Standards below are implemented:

- Stagger recess. If two or more groups are participating in recess at the same time, they should have at least 6 feet of open space between them.
- 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.
- Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet for social distancing).
- 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.

More specifically and further considerations, where applicable, by building is detailed below:

Port Monmouth Road School:

- Exterior school grounds will be available for student use, playground equipment will be closed until such a time that they can be sanitized according to guidelines.
- There will be designated areas for each class during recess to avoid cohort mixing.
- Based on the activity, wearing of face coverings need to be evaluated during physical activity.
- Students will be required to wash hands with soap immediately after outdoor playtime or physical education.

Caruso School:

- Gymnasium will be used with divider
- Gymnasium will be disinfected between classes
- If the outside area is available P.E. classes may utilize area
- Yard available for three classes at a time.
- There will be designated areas for each class during recess to avoid cohort mixing.
- Shared materials will be used at a minimum and disinfected after use
- All other specials will be in the homeroom
- Based on the activity, wearing of face coverings need to be evaluated during physical activity.
- Students will be required to wash hands with soap immediately after outdoor playtime or physical education.

Bolger School:

- All outdoor spaces will be marked off to ensure separation between students.
- During Physical Education class, students will not share equipment, and no students will be utilizing the locker room for changing.
- Based on the activity, wearing of face coverings need to be evaluated during physical activity.
- Students will be required to wash hands with soap immediately after physical education.

Keansburg High School:

- All outdoor spaces will be marked off to ensure separation between students.
- During Physical Education class, students will not share equipment, and no students will be utilizing the locker room for changing.
- Based on the activity, wearing of face coverings need to be evaluated during physical activity.
- Students will be required to wash hands with soap immediately after physical education.

Critical Area of Operation #10: Field Trips, Extra-curricular 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.

The Keansburg School District will ensure the Anticipated Minimum Standards below are implemented:

- 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.
- Maintain social distancing and hygiene practices during extra-curricular activities.

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 the Keansburg School District has embedded in this reopening plan in order to unlock educator capacity to teach and student capacity to learn, including:

- Multi-tiered Systems of Support,
- universal screening,
- collaborative problem-solving teams,
- family engagement,
- data-based decision-making,
- wraparound supports,
- mental health supports,
- primary health and dental care,
- family engagement,
- academic enrichment/expanded after-school learning,
- mentoring,
- food service and distribution, and
- quality child care.

While each of these items were shared as a consideration, and not anticipated minimum standards for reopening plans, the Keansburg School District believes that it is important to incorporate these considerations into their planning process, as appropriate.

Social Emotional Learning (SEL) and School Culture and Climate

The NJDOE understands the important role of climate and culture, more specifically, social and emotional learning (SEL) and how critical it is in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. The Keansburg School District will continue to provide Social Emotional Learning in order to further support a positive school culture and climate.

See appendix K for more specific information.

[Multi-tiered Systems of Support \(MTSS\) – A Schoolwide Framework for Selecting, Delivering, and Evaluating the Success of Student Supports and Interventions](#)

MTSS is a framework that schools use to select and implement social and emotional, academic, behavioral, and wraparound supports and interventions necessary to maximize the conditions for learning at the school, classroom and individual student level. MTSS is the most recent iteration of Response to Intervention (RTI), and recognized as a systematic approach to prevention, intervention and enrichment in grades PK-12 for academics and behavior ([NJTSS Guidelines](#), [RTI Network](#), [Pyramid Model](#)).

MTSS offer schools a research-based structure to implement required intervention and referral services (I&RS). MTSS/RTI frameworks include screening and progress monitoring, formative assessments to determine where students are relative to key skills at the beginning of the school year, and how they are responding to instruction and various interventions. A combination of screening, remote or in-person, at the beginning of the year with an individual student referral system active throughout the year, offers educators and families a mechanism to identify individual students who need extra support. In order to meet those needs, schools may need to expand the array of academic and social emotional supports and interventions available within the school and the community.

There are four critical components: 1) Universal screening; 2) Collaborative problem-solving teams; 3) Family engagement; and 4) Data based decision making to include progress monitoring.

The Keansburg School District will continue to utilize their RTI framework in order to universally screen students, identify students utilizing multiple measures, provide interventions to students in need of support, and progress monitor each student serviced.

See appendix K for more specific information.

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. Wraparound services often include:

- Mental health supports;
- Primary health care and dental care;
- Family engagement, including adult education;
- Academic enrichment, expanded after-school learning time, and/or summer programming; and
- Mentoring.

The Keansburg School District will continue to work with their partners in this area in order to provide services for students and families.

See appendix K for more specific information.

Food Service and Distribution

It is our moral imperative to ensure the seamless and continuous feeding during all phases of school reopening. In accordance with [research on the benefits of school lunch](#) from the Food Research & Action Center, “school lunch is critical to student health and well-being, especially for low-income students—to ensure that these students have access to the nutrition they need throughout the day to learn.”

The New Jersey Department of Agriculture in partnership with NJDOE, sought waivers from the US Department of Agriculture to provide and serve meals in non-congregant settings relative to the following two options: 1) Seamless Summer Option (SSO); and 2) Summer Food Service Program (SFSP). The US Department of Agriculture granted the state approval on March 20, 2020. [New Jersey: COVID-19 Waivers and Flexibilities](#))

Food security remains an ongoing concern for the Keansburg School District, currently the district has identified a plan to provide student meals during alternate school schedules. The district will contend with health and safety guidelines that may modify or limit the ways in which meal service(s) have traditionally been delivered. While the NJDOE does not oversee these guidelines, the Department is working with the Departments of Agriculture and Health to ensure that the district’s concerns are addressed as more guidance is made available.

See appendix H for more specific information.

Quality Child Care

As the district moves through the Governor's stages of economic restart, the number of families requiring child care may increase. Child care providers are encouraged to reopen subject to guidance from the New Jersey Department of Health. Child care will be needed, particularly since schedules are modified which may increase the likelihood that families that otherwise would not utilize child care will now require it.

All child care providers, whether licensed or operated in schools, will be required to follow the guidelines issued by NJDCF and NJDOH. The NJDOE's Office of Preschool (OSP) in the Division of Early Childhood Education (DECE) will continue in its efforts to ensure quality preschool programs are supported as they reopen.

The Keansburg School District has considered the steps provided by NJDOE in incorporating child care considerations in the reopening process.

See appendix K for more specific information.

Leadership and Planning

This section references guidance, requirements, and considerations for the district regarding district and school-wide logistical and operational issues with which administrators will contend in planning to reopen schools. Before working to develop plans for fall operations began, the appropriate structures for leadership and planning were in place.

The Keansburg School District will ensure the Anticipated Minimum Standards below are implemented:

- All school districts will be expected to develop reopening plans. Collaboration is critical to the development of a district reopening plan. Therefore, every school district should establish a Restart Committee that includes districts and school-level administrators, members of the local boards of education or charter school boards of trustees, the presidents of the local education associations, or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students. The Restart Committee should work closely with the Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop district plans. Restart Committees and Pandemic Response Teams should help inform policies and procedures as outlined below.
- As we keep equity at the forefront of school reopening efforts, the Restart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

See appendix L for more specific information.

Pandemic Response Teams

This section discusses establishment of a school-level “Pandemic Response Team” as a method for each district school and the districts to help centralize, expedite, and implement COVID-19-related decision-making.

Establishment of a Pandemic Response Team

The Keansburg School District will ensure the Anticipated Minimum Standards below are implemented:

School districts should establish school-based Pandemic Response Teams in each school to centralize, expedite, and implement COVID-19-related decision-making. Each school team should have a liaison that reports to district-level administrators to ensure coordinated actions across the district.

Members of the school teams should include a cross section of administrators, teachers and staff, and parents. Decision-making and communication will be more effective if decision-makers reflect the makeup of the community. Pandemic Responses Teams should represent a cross-section of the school and district, including its gender and racial diversity.

If a school has an existing crisis response team, that team could serve as the Pandemic Response Team. If a school or district does not have an existing crisis response team, schools should establish such a Pandemic Response Team to support all planning, management, and decision-making related to the school’s COVID-19 response actions. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:

- School principal or lead person
- Teachers
- Child Study Team member
- School Counselor or mental health expert
- Subject Area Chairperson/Director
- School Nurse
- Teachers representing each grade band served by the district
- School safety personnel
- Members of the school safety team
- Custodian
- Parents

Port Monmouth Road School:

Erin Kaiser- Preschool Teacher

Dianne Gonzles- Preschool Teacher

MaryBeth Walsh- Preschool Teacher

Karen Young- Preschool Teacher

Suzanne Gulino- Preschool Teacher

Darlene Westhelle- Preschool Teacher

Deborah Silva- School Nurse

Kathleen O’Hare- Parent

Tara Smith- Supervisor of Special Education (CST member)
George Hoff- Safety Specialist
Lisa Gonzales- Custodial Manager
Christine Formica- Supervisor of Curriculum & Instructional

Caruso School:

Nicole Miragliotta - ELL Teacher
Christina Burke - Grade 5 Teacher
Michele DeVirgilio - Kindergarten Teacher
Tammie Holcombe - Educational Specialist
Lisa Nigro - Educational Specialist
Lissa Weldon - Educational Specialist
Courtney Davis - Grade 4 Teacher
Jodi Ward - Grade 2 Teacher
Jeannette Haughian - Parent
Angela Melfi - Special Education Teacher
Theresa Malarezyk - Parent
Laure Noch - CST Member
Brian Janik - Technology Teacher
Jeanne Rotolo - RTI Teacher
Ashley Szotak - Educational Specialist
Beth Hoffman - Art Teacher
Jessica White - Special Education Teacher
Sharon Moschetta - Speech
Bruce England - CST
Lauren Johnson - Grade 5 Teacher
Cindy Longo - Grade 3 Teacher
Sara Carroll- Nurse
Caitlin McDonald - Guidance
Melissa Daus - Grade 2 Teacher
Corbin Ganley - Grade 1 Teacher
Rosemarie Cordiano - Kindergarten Teacher
Elyse McMahon- Principal
Sean Brophy- Vice Principal
Christine Formica- Supervisor of Curriculum & Instructional
Tara Smith- Supervisor of Special Education (CST member)
George Hoff- Safety Specialist
Lisa Gonzales- Custodial Manager

Bolger Middle School:

Tracy Alvarez-Special Education Teacher
Marie Fiorentin- Nurse
Tammy Carrier-Special Education Teacher
Douglas Patterson-Special Education Teacher
Karrie Johnson-Regular Education Teacher
Kristie Thorn-Regular Education Teacher
Geraldine Defilippo-Art Teacher
Erin Ryan-Regular Education Teacher
Jessica Mankowski-Regular Education Teacher

Gabrielle Lavary-Enrichment Teacher
Danielle Liantonio-Regular Education Teacher
Michelle Meyers-Special Education Teacher
Lauri Murphy-School Counselor
Amy Dolan-ESL Teacher
Deborah Petraroi-Special Education Teacher
Tracey Grimaldi-Music Teacher
Ryan Lillis-Instructional Coach
Stefania Kohler-School Counselor
Roslyn Simek-Regular Education Teacher
Tara Kukulski-Regular Education Teacher
Josh Katz-Regular Education Teacher
Dave Levine-Parent
Jeannet Haughian-Parent
Brenda Puskas-Speech Teacher
Eillyn Lopez-Spanish Teacher
Nancy Baeza-paraprofessional
Tom O'Keefe-Physical Education Teacher
Shannon Barran-Physical Education Teacher
Michael-John Herits-Vice Principal

Keansburg High School:

Jennifer Vecchiarelli- Principal
Brian Kmak- Vice Principal
Thomas Stark- Athletic Director
Patty Vaccarelli- School Nurse
Christine Formica- Supervisor of Curriculum
Colleen Damian- Guidance Counselor
Jennifer O'Keefe- Guidance Counselor
Deanna Lopez- Special Education Teacher
Jason Vengelis- Chemistry Teacher
George Hoff- School Safety Specialist
Kelli Hudson- Athletic Trainer
Lisa Leak- Psychology Teacher
Margaret Daniel: CST
Chris Detalvo: ISS Teacher (President of KEA)
Justine Ince: Special Education Teacher
Nicole Kmak: English Teacher
Christine Formica- Supervisor of Curriculum & Instructional
Tara Smith- Supervisor of Special Education (CST member)
Lisa Gonzales- Custodial Manager

The Pandemic Response Team is responsible for:

- Overseeing each school's implementation of the district's reopening plan, particularly health and safety measures, and providing safety and crisis leadership.
- Adjusting or amending school health and safety protocols as needed.

- Providing staff with needed support and training.
- Reviewing school level data regarding health and safety measures and the presence of COVID19 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.

See appendix M for more specific information.

Scheduling

The impact of the COVID-19 pandemic has required the district to rapidly redefine their educational environments. Students and educators have been required to adapt to continually evolving circumstances while making every effort to maintain continuity of learning. As New Jersey continues to navigate the pandemic, our educational systems must ensure that they can mitigate potential future impacts related to COVID-19 and maintain the ability to provide high-quality education to all students.

The Keansburg District's reopening plan must account for resuming in-person instruction. Scheduling decisions were informed by careful evaluation of the health and safety standards and the most up to date guidance from New Jersey Department of Health (NJDOH), as well as input from stakeholders about the needs of all students. As the district begins implementing in-person and hybrid learning models, they will also be prepared to shift back to virtual learning models if circumstances change and those guidelines can no longer be met. The district has strived to share their scheduling plans with staff, families, and students at least four weeks before the start of the school year in order to allow families to plan child care and work arrangements. A virtual question and answer session is set up for August 11, 2020 in order to further explain the plan to the public.

Virtual learning will continue to be guided by P.L. 2020, c.27 and the district's updated emergency closure school preparedness plan if the district is required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or statewide public health emergency. According to N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in kindergarten. District and school policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.

Hours of instructional time are not defined as a student's time spent in front of a teacher or in front of a screen, but time engaged in standards-based learning under the guidance and direction of a teacher. The NJDOE recommends districts prioritize flexibility and creative planning to maximize opportunities to learn with considerations for what is developmentally appropriate for a student's grade level and accommodate the varying levels of parent or guardian support during at-home instruction. The Keansburg District's plan was designed to meet the unique needs of the community, considerations were made to balance reducing student screen time with facilitating meaningful interactions between teachers, students, and their peers.

Systems which support in-person, fully virtual and hybrid learning serve as the foundation for the development of the strategic plan for delivering instruction to students in alignment with the following core guiding principles:

- Lead with the health, safety, and wellness of students and staff as the top priority.
- Maintain the continuity of learning.
- Facilitate equity and ease of access to communications and resources.
- Flexibly accommodate the needs and varying circumstances of all learners.
- Incorporate educators, students, parents, and school boards and other community members in the local community into the entire analysis and planning cycle.

Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE has encouraged districts to evaluate instructional activities based on what is developmentally appropriate for each grade band:

- **PK-5:** A district's youngest learners will require more structure and an established pace in their learning activities. However, they will also require much more supervision and guidance from an adult. Consider detailed guidance for parents and guardians and include flexibilities that allow for ease in meeting the instructional time requirements.
- **6-8:** As learners become more independent, districts may gradually phase in asynchronous learning activities.
- **9-12:** High school students may engage in both synchronous and asynchronous work that allows for the most flexibility and choice.

Based on the following guidance from NJDOE, district survey, and feedback from all stakeholders The Keansburg School District will plan to have all students return to school for five half days weekly K-12. Preschool Programs will run 5 full days a week, following their typical daily schedule, maintaining a maximum of 10 students per classroom.

The links below include schedules for each school in the district which includes the instructional expectations for In- Person, Remote and in the event that the district would have to go ALL REMOTE. Click each link to view this information.

Port Monmouth Road School-

<https://docs.google.com/document/d/1IMYAOwwVZNCDAwugPmFKtGyIEuxoMaHd8cNlu7uWS8s/edit?usp=sharing>

Caruso School-

https://docs.google.com/document/d/1vpIbZ6kH8RAis7ztgtQ9L_8CJ7QY_OdTUQKxcj4o090/edit?usp=sharing

Bolger Middle School-

https://docs.google.com/document/d/1-0kWJQJsVj1ExGnEiFwuWp3bnhwowgli_uZmWlybdVE/edit?usp=sharing

Keansburg High School-

<https://docs.google.com/document/d/18cP3RBpGj1NZqzRhx1pwHIGsarKvoCSJY74qjLGDQs/edit?usp=sharing>

When there is a need to transition to Remote Learning for a set, temporary period of time, the following schedule will be implemented at the Bolger Middle School:

Teachers will be available from 7:30am-9:00am to provide additional student support as needed.

VIRTUAL STUDENTS

There is NO change in the schedule for virtual students. All students are required to be active participants in the virtual classrooms from 12:30-2:30. Student attendance is taken each block and students who are not present for each block will be marked absent for the day.

IN PERSON STUDENTS

ALL in person students will follow the following virtual learning schedule. Students are required to be active participants in the virtual classrooms from 9:00-11:00. Students will be contacted by their teachers' via emails, with classroom codes for virtual learning. Student attendance will be taken each block and students who are not present for each block will be marked absent for the day.

Block 1/5	9:00-9:30
Block 2/6	9:30-10:00
Block 3/7	10:00-10:30
Block 4/8	10:30-11:00

See appendix N for more specific information.

Full Time Remote Learning

On July 24, 2020 school districts were notified that they 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. To ensure clarity and consistency in implementation of such fulltime remote learning, it is essential that district boards of education adopt policies that address, at a minimum:

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

2. Procedures for Submitting Full Time Remote Learning Requests: It is important to clearly define procedures that a family/guardian must follow to submit a request for full time remote learning, 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 should meet the following guidelines:

- i. Clearly define deadlines for submitting a request and district's expected timeline for approving requests;
- ii. Identify points of contact for questions and concerns;
- iii. Clearly describe information or documentation that the family/guardian must submit with their request. In accordance with #1 above, such 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.
- iv. For students with disabilities, districts must determine if an IEP meeting or an amendment to a student's IEP is needed for full time remote learning. Upon satisfaction of these minimum procedures, the district must approve the student's full time remote learning request.

3. Scope and Expectations of Full Time Remote Learning: A student participating in the board's full time remote learning option must 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, for example, access to standards-based instruction of the same quality and rigor as that afforded all other students of the district, the district making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible. Like in-person and hybrid programs, full time remote learning must adhere to length of school day requirements pursuant N.J.A.C. 6A:32-8.3, local attendance policies, and any other local policies governing delivery of services to, and district expectations of, students participating in remote programs and their families. For families/guardians requesting that a service transition from in-person or hybrid delivery to full time remote delivery, the district must clearly define any additional services, procedures, or expectations that will occur during the transition period. Districts should 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.

4. Procedures to Transition from Fulltime Remote Learning to In-Person Services:

- i. Definition of the minimum amount of time a student must spend in full time remote learning before being eligible to transition to in-person services. 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.
- ii. It is important to clearly define procedures that a family/guardian must follow to submit a request to transition from fulltime remote learning to in-person services, including any relevant timelines, points of contact for questions and concerns, and information or documentation that must accompany a request.
- iii. Definition of the specific student and academic services that will accompany a student's transition from fulltime remote learning to in-person learning to better assist families/guardians anticipate their students' learning needs and help educators maintain continuity of services. School districts that offer Pre-K should consult their Pre-K curriculum providers regarding appropriate measures to assess a Pre-K students' learning progress during the transition from full time remote learning to in-person learning.

5. Reporting: To evaluate fulltime remote learning, and to continue providing meaningful guidance for districts, it will be important for the NJDOE to understand the extent and nature of demand for full time remote learning around the State. Therefore, school districts will be expected to report to the NJDOE data regarding participation in full time remote learning. Data will include the number of students participating in full time remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners.

6. Procedures for Communicating District Policy with Families: Clear and frequent communication with families/guardians, in their home language, to help ensure that this important flexibility is as readily accessible as possible. Communication must include, at a minimum, information regarding:

- i. Summaries of, and opportunities to review, the district's full time remote learning policy;
- ii. Procedures for submitting full time remote learning requests;
- iii. Scope and expectations of full time remote learning;
- iv. The transition from fulltime remote learning to in-person services and vice-versa; and
- v. The district's procedures for ongoing communication with families and for addressing families' questions or concerns

See appendix Q for more specific information.

Staffing

Teachers serve as the number one in-school factor impacting student learning. Regardless of the environment, teachers should clearly understand expectations and be supported and held accountable for student learning. The Keansburg School District will consider access and equity for all staff to ensure continuity of student learning. School reopening plans and decision-making throughout the school year will consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.

When making staffing scheduling and assignments, the district will comply with all applicable employment laws including but not limited to the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable state law. Additionally, prior to finalizing any COVID related changes for the 2020-21 school year, districts will also consult with the local bargaining units and legal counsel.

In-person and Hybrid Learning Environments: Roles and Responsibilities

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

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 protocols and platforms.
- Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both settings.
- 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 (particularly in preschool).
- 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:

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

- Consider roles for staff with health concerns, leveraging 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 opportunities.
- Prioritize vulnerable student groups for face-to-face instruction.
- Identify teachers and teacher leaders 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.
- Define and provide examples of high-quality instruction given context and resources available.
- Assess teacher, student, and parent needs regularly.
- 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 NJDOE’s Professional Standards for Teachers and NJ Professional Standards for Leaders (*N.J.A.C. 6A:9*).
- Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- Collaborate on curriculum planning and assessing student academic and social emotional well-being when they return to school.
- Create feedback loops with parents and families about students’ academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their student’s experience and learning while out of school.
- Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- Collaborate in determining expectations for differentiated instruction and rigor in hybrid and

remote learning models.

- Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
- Ensure the Preschool Director/Contact person is involved in the planning so development activities and supports are in place for Preschool and supports transition to kindergarten.

Educational Services:

- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.
- Manage 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 (secondary school).
- Assist teachers with providing updates to students and families.
- Support embedding of SEL into lessons.
- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

Support Staff:

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

- 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 videos around SEL activities and routines (P-2) Caption pre-recorded 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.
 - Paraprofessionals can be added to online classes as co-teacher.
- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.
- Family Workers will need to provide support to parents via virtual platforms (Preschool).

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 school building or grade level to avoid too much movement between schools.
- Identify areas where additional staff may be necessary: school nurses, counselors, school psychologists.

See appendix O for more specific information.

[Athletics](#)

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

The [New Jersey State Interscholastic Athletic Association \(NJSIAA\)](#) has established a COVID-19 Medical Advisory Task Force (MATF) responsible for providing the NJSIAA with 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 which will be comprised of athletic directors from across the State and will be charged with reviewing State and local health guidelines, as well as NJDOE guidance, regarding the 2020-2021 school year. The Sports Advisory Task Force, which will also meet weekly, will determine, among other things, the extent to which changes may be needed for each interscholastic sports season.

Through the work of these task forces, the NJSIAA has marked the initial step toward a fall season return to high school sports with the release of initial [return to play guidelines](#) for workouts during the summer recess period. According to the NJSIAA: “If member schools wish, they may begin summer workouts on July 13; this phase will continue until at least July 26. Additional guidelines and specific timing for subsequent phases are pending, and details will be shared no less than two weeks before the next phase begins. Start dates for all fall sports remain unchanged, though NJSIAA continues to emphasize that all dates are subject to revision.”

The National Federation of State High School Associations’ (NFHS) Sports Medicine Advisory Committee (SMAC) has issued [Guidance for Opening Up High School Athletics and Activities](#) for its member associations, which includes NJSIAA. The MATF will adapt NFHS’s guidance to New Jersey specific guidelines while also considering the health and safety standards regarding sporting activities to be developed by the New Jersey Department of Health. Please consult NJDOH/MATF guidance for all questions related to athletics.

Continuity of Learning

Ensuring continuity of learning is critically important during this time of great stress for families, educators, and students. The degree to which the Keansburg School district will be able to return students to brick and mortar education remains uncertain. The NJDOE anticipates that many students likely made less than one full year of academic growth during the 2019-2020 school year. The move to a fully virtual learning environment happened quickly and created significant challenges for staff and students, particularly students already considered at-risk prior to the pandemic. The Keansburg School District has worked closely with stakeholders to ensure decisions were made collaboratively and transparently and prioritize safely returning students who are most in need of in-person instruction.

The NJDOE recommended that the district focus on the following areas to ensure 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).
- **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.
- **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.
- **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.
- **Career and Technical Education (CTE)** – CTE programs and the postsecondary credentials and opportunities they offer provide 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.

Digital Divide

The Keansburg School District surveyed the community to identify the needs in July. According to the survey 4% of the population did not have access to wifi. In addition, 41% did not have access to a non district device (computer or tablet).

The funds from the digital divide will be used to purchase devices and hotspots for students. Once these devices and hotspots are ordered and delivered, the technology department will set each device up for student use. In late August there will be a series of days designated for device and hotspot distribution. Families will have a designated time to pick up their device and/or hotspot with the technology department.

Ongoing monitoring throughout the year will continue. Staff members working closely with students and families will make administration aware of students who may need access to technology. Administration will reach and discuss how the district can further support. In addition a survey will be sent out to families at the end of the first marking period.

Appendices

Restart and Recovery Plan to Reopen Schools

Keansburg School District Board of Education

Fall 2020



Appendix A

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

Appendix A is the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan, including but not limited to:

a. Protocol for High Risk Staff Members

It is imperative to provide safeguards for staff who are identified as high risk to ensure their health and safety. Where a high risk staff member cannot safely interact with students or others even when social distancing and masks are utilized, other accommodations will be considered including physical barriers or the assignment for the staff member to participate in remote only instruction. This instruction could take place in a designated classroom. Other accommodations would be considered as communicated by a health professional.

b. Protocol for High Risk Students

It is imperative to provide safeguards for students who are identified as high risk to ensure their health and safety. Where high risk students cannot safely interact with students or others even when social distancing and masks are utilized, other accommodations will be considered including providing students with remote only instruction. Other accommodations would be considered as communicated by a health professional

Appendix B

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

Appendix B is the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan, including but not limited to:

a. Social Distancing in Instructional and Non-Instructional Rooms

- Student desks and seating in classrooms will be six feet apart whenever possible. When this physical distancing is not feasible or difficult to maintain, desks will be placed in the same direction to help reduce the transmission.

b. Procedures for Hand Sanitizing/Washing

- Prepare and maintain hand sanitizing stations with at least 60% alcohol-based hand sanitizers.
 - In each classroom (for staff and older children who can safely use hand sanitizer)
 - At entrances and exits of buildings.
 - Near lunchrooms and toilets.
 - Children ages 5 and younger should be supervised when using hand sanitizer.
- Students should wash hands frequently, including before eating, after using the bathroom, and after blowing their nose/coughing/sneezing for at least 20 seconds.

When washing with soap and water these steps are recommended:

1. **Wet** hands with clean, running water (warm or cold), turn off the tap, and apply soap.
2. **Lather** hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
3. **Scrub** hands for at least 20 seconds.
4. **Rinse** hands well under clean, running water.
5. **Dry** hands using a clean towel or air dry them.

Recommended procedures for using hand sanitizer

- Apply the gel product to the palm of one hand (read the label to learn the correct amount).
- Rub hands together.
- Rub the gel over all the surfaces of hands and fingers until your hands are dry. This should take around 20 seconds.

Additional Considerations

Student movement in hallways will be minimized by allowing staff to change classrooms and keeping classes together. Supplies and the use of equipment will be limited to one group whenever possible. If supplies or equipment must be shared, these must be cleaned and disinfected after each use.

Appendix C

Critical Area of Operation #3 – Transportation

Appendix C is the locally developed protocols that addresses the anticipated minimum standards that are required by the NJDOE Guidance and referenced in the Board's Plan, including but not limited to:

a. Student Transportation

A face covering must be worn by all students upon entering the bus unless doing so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities. Students are required to wear a mask at all times while riding on the bus and exiting the bus. Bus drivers are required to wear a mask as students enter or exit the bus. Barriers that separate the driver from the student passengers will be utilized when possible. Accommodations for students who are unable to wear a face covering will be addressed according to that student's particular needs and in accordance with all applicable laws and regulations.

b. Social Distancing on School Buses

If possible students will be seated on the school bus so social distancing can be maintained at a six foot distance. Students will be required to wear a mask at all times. Accommodations for students who are unable to wear a face covering will be addressed according to that student's particular need and in accordance with all applicable laws and regulations.

c. Entering and exiting the bus

Students must be wearing a face covering to enter the bus and when they exit the bus. Students will be directed when to exit the bus upon arrival to school in order to maintain the proper social distancing.

d. Cleaning and Disinfecting Buses

Every school bus will be cleaned and disinfected before and after each bus route. Bus drivers will be responsible for cleaning each seat using a disinfectant.

Appendix D

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

Appendix D is the locally developed protocols that addresses the anticipated minimum standards that are required by the NJDOE Guidance and referenced in the Board's Plan, including but not limited to:

a. Location of Student and Staff Screening

Students will enter the building after being dismissed from buses and personal vehicles in a manner that will ensure social distancing and the wearing of masks. Students will enter the building at several entrances to further ensure that social distancing is maintained at each entrance, students and staff will be screened for temperatures by a hand held device. Students, staff, or visitors entering school after the start of school will enter the building through the main entrance and be screened for temperature. In the event the student or staff member exhibits a temperature of 100.4 degrees or greater, the school nurse will be informed to determine what further action is necessary (questionnaire will be utilized).

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

Students will enter the building through several entrances and be dismissed from buses and personal vehicles in a manner consistent with social distancing. Students and staff will also exit the building at dismissal in a staggered manner that will provide for the required social distancing. Any common areas such as an auditorium, gym, lunch area or playground will be sectioned off to ensure a six-foot social distancing is maintained.

Additionally, in the event that certain students may need to relocate from one area to another, this will be done in a staggered manner and also in a path that would include one- way hallways when possible.

Appendix E

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

Appendix E is the locally developed protocols that addresses the anticipated minimum standards that are required by the NJDOE Guidance and referenced in the Board's Plan including but not limited to:

a. Screening Procedures for Students and Staff

The safety of our students is a whole school community effort. Our plan includes health screenings and protocols that include sending symptomatic students and staff home. Parents are strongly encouraged to take their child's temperature before they leave the house and keep them home if they are showing signs of a fever.

All students and staff will be screened for temperature upon entering the building. Any student that has a temperature of 100.4 degrees or greater will be screened for additional symptoms and will be sent home. This action would include making arrangements for the student to be sent home/picked up immediately. For those students who have additional symptoms and do not have permission to walk home they will be sent to a quarantine area to wait for parent/guardian to arrive.

COVID symptoms will be monitored throughout the day. A decision will be made in consultation with the school nurse on how to proceed. Isolation room will be utilized as necessary.

b. Protocols for Symptomatic Students and Staff

Students and/or staff who display multiple symptoms consistent with COVID-19 will immediately be isolated in a designated area. If the person is a student, parents will be contacted and informed of the situation for immediate dismissal or pickup. A staff member will be assessed to determine the optimum method of leaving the school building.

Students and/or staff members will be sent home to follow up with their doctor or a medical professional and they are required to follow the orders received by the doctor's office. In order for an individual to return to school they will need to be cleared by the doctor's office. If they were tested for COVID-19, the school nurse's office will need to be notified of the results, and the protocol to be followed will be shared with the school nurse. District will contact local health officials in case of a positive COVID-19

Proposal for COVID:

1. Students are excluded from school with a temp of 100.4 F. Students may return to school after 24 hours if fever free without medication and NO Other Symptoms

2. Students who have a temperature of 100.4 F and additional COVID symptoms (see Symptoms listed below) are excluded for **a minimum of 72 hours**.

Students may return to school when fever free for 24 hours without medication. A doctor's note upon return to school is recommended.

A letter will be sent home with students advising parents/guardians of COVID-19 symptoms, contacting their primary care provider and care at home instructions. Information will be universal among all Schools.

Information to Parents/Guardians should include:

Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19 per CDC:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Sample CORONAVIRUS SYMPTOM CHECKLIST

Do you have any of the symptoms listed below? Does your child have any symptoms listed below?	NO	YES
Fever > 100.4 Or Higher <i>If you answered YES: Keep child home until they have been fever free without the use of medications for 24 hours & monitor for symptoms. Contact your physician if needed</i>		
Do You have a fever with any of the Symptoms listed Below? Does your child have a fever with any of the Symptoms Below?		

Cough or Shortness of Breath or Difficulty Breathing?		
Other Symptoms such as Muscle Ache, Fatigue, Headache, Sore Throat, Runny nose, Congestion, Vomiting, Diarrhea, Loss of Appetite, Drowsiness, or New loss of smell/taste?		
Have you traveled in the last 14 days to an area on the current travel advisory list?		
Have you had close contact (6 feet or less) with a person who has had a cough and /fever AND has travelled to a restricted area?		
Have you been in contact with someone with a confirmed or presumed case of COVID-19?		

PARENTS: *If you answered **YES** to any of the questions, you should keep your child home from school and contact your primary care provider.*

STAFF: *If you answered **YES** to any of the questions, you should stay home from school and contact your primary care provider and school administrator.*

If you have been seen by your medical provider, it is requested that you provide the school with a physician's note with a medical diagnosis.

c. Protocols for Face Coverings

Staff, students and visitors will be required to wear masks at all times.

d. Isolation Room

Each school will have a dedicated isolation room to be used in the event a student or staff member needs to be quarantined. If adequate space is not possible in certain cases a barrier may be used. If a barrier is warranted, (which is dependent on size of room), a curtain could be hung from the ceiling to provide Privacy. The "curtain" barrier need only be as high as the tallest person (adult) and should be cleaned after each use - with a spray or washed weekly.

Appendix F

Critical Area of Operation #6 - Contact Tracing

Appendix F is the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan.

- (1) The NJDOE Guidance does not include any "anticipated minimum standards" for contact tracing.
- (2) School officials have engaged the expertise of their school nurses on the importance of contact tracing. School nurses have been critical to the development of the district plan.
- (3) The NJDOE will credit staff with three hours of training upon completion of Johns Hopkins University's COVID-19 Contact Tracing course. The course has been completed by the School Nurses.
- (4) The district will assist public health officials with contact tracing. Each School Nurse completed the Johns Hopkins University's COVID-19 Contact Tracing course.

Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

Appendix G is the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan.

Schedule for increased cleaning in all buildings

- During the School Day: After the students and staff have entered the building, all entrance touch point surfaces will be sanitized. Student occupied classroom door handles and other corridor touch points will be wiped with disinfectant in-between class periods. Bathrooms will be sanitized once during the shift. This entails sanitizing all bathroom touch points, cleaning visible messes and checking dispensers.
- In the Evening: Every night the building will be cleaned and disinfected. This will include classroom desks and chairs, handles on equipment, phones, vacuuming and mopping. Teacher desks should be kept clear of personal objects. Teachers should store staplers, books, pens, equipment, teaching materials, etc. in drawers and cabinets at the end of the day, every day. Office occupants should wipe down their desks and office touch points every day, and not invite others into their offices. The evening custodian(s) will add these offices to their rotation.

Checklist for cleaning classrooms, bathrooms, touch points

- The day custodian will be cleaning frequently touched surfaces such as door knobs, touch points, handrails, drinking fountains, light switches and restrooms during their shift.

Hand sanitizer location and procedure for refilling and maintaining

- The day custodian is responsible for checking and restocking the hand sanitizer dispensers and the bathroom soap dispensers. Hand sanitizer and soap are kept with the custodial supplies. Hand sanitizer stations will be at all entrances, exits and easy to access in common areas.

Explanation of the cleaning and sanitizing process

- Surfaces must be cleaned before being disinfected. This is a two-step process. Cleaning with cleaner and water to remove dirt and germs, and then surfaces will be disinfected. EPA approved disinfectants will be used with appropriate tools. Custodians will be trained and the products will be used in accordance with product specifications. Custodians will wear all appropriate personal protective equipment.

Water fountains

- Traditional water fountains may be closed.

Disinfecting spray

- Disinfecting spray will be available in the teachers work areas for the teachers to sign out throughout the day. Teachers can use these sprays for wiping down their desk as needed, and the classroom door knobs and other common touch points in the classroom.

Cleaning and Disinfecting Restrooms:

- During the day, bathrooms will be sanitized, all touchpoints, clean visible messes and checking dispensers during shift.

Maintaining proper ventilation and circulation of air

- The maintenance staff will closely monitor the HVAC systems for proper air flow and will continue to replace the air filters according to the manufacturer's specifications. Where possible, adjustments to filter sizes will be made, dampers will be adjusted to increase outside air into the building, and opening classroom windows to increase airflow to circulate outside air.

Availability of supplies

- Additional custodial supplies have been ordered; some have shipped and some are on back-order. Sanitizer sprayers have been purchased for quicker application of the disinfectant. Desktop/counter dividers are being ordered where necessary.

Signage and distancing markings

- Each building Principal should be talking with the Buildings and Grounds Department about where signs and distance markings should be placed. Purchases of signs and tape/paint for distance markings have been initiated.

Equipment to be used:

- EPA approved disinfectants will be used with appropriate cleaning tools. They will be used in accordance with product specifications. Cleaning staff will wear all appropriate personal protective equipment.
- Visibly dirty surfaces and objects will be cleaned with soap/cleaner and water to remove dirt and germs. After cleaning, the surfaces will be disinfected.

Appendix H

Critical Area of Operation #8 – Meals

Appendix H is the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan.

Breakfast & Lunch

K-12 will serve lunch to all students on site utilizing grab and go stations. Preschool will have lunch in classrooms and breakfast will be grab and go as they exit.

Food Distribution

Students in School:

Preschool- Lunch - Classrooms, Grab and Go Breakfast

Caruso- Meals will be given to students on exit.

Bolger- Meals will be given to students on exit.

KHS-Meals will be given to students on exit.

Remote ONLY Students PreK-12:

Distribution for remote only students will be a two day pickup on Mondays & Wednesdays at their respective schools.

Appendix I

Critical Area of Operation #9 – Recess/Physical Education

Appendix I is the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan.

Physical education can take place either remotely or in school. If students are attending physical education classes in person, strict health and safety regulations will apply including social distancing. If social distancing cannot be maintained, students must wear masks to participate. Consideration will be given to students who are experiencing difficulties in wearing a mask during any physical activity. Students should report to physical education classes with proper footwear and attire that would eliminate the need to use locker rooms to change. Locker rooms will be closed.

Students who participate in recess will follow the social distancing regulations. Any equipment that is used by students will be thoroughly cleaned and disinfected prior to use by other students.

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

Appendix J is the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan.

Field Trips:

All Field Trips must be approved by the Superintendent or designee. No field trip will be approved unless it can be conducted utilizing social distancing and/or masks.

Outside Use of Facilities:

All outside organizations will need approval by the Superintendent or his designee for the use of facilities. If approval is granted all equipment and rooms used will be thoroughly disinfected prior to and after the use.

Athletics will take place under the current guidelines set forth by the governor and or NJSIAA. (See Appendix P)

Appendix K

Academic, Social, and Behavioral Supports

Appendix K is the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan.

Social Emotional Learning:

Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Social emotional learning promotes:

- Responsible decision making
- Setting and achieving positive goals
- Feeling and showing empathy for others
- Understanding and managing emotions
- The benefits of addressing social emotional learning:
 - Better Grades
 - Less likely to have conduct problems
 - Students are more likely to attend and remain engaged in school activities
- The Keansburg School District utilizes the New Jersey SEL Competencies and Sub-Competencies to provide schools with guidelines for integrating SEL across grades and subject areas. [NJDOE SEL](#)

The Keansburg School District will continue to utilize both Response Classroom and Restorative Practice techniques throughout the school communities. Professional Development training and student assemblies will continue to be conducted both virtually and in person (as needed) to bring SEL educational practices into the classroom.

Multi-Tiered Systems of Support:

The Keansburg School District will continue to implement an evidence-based framework for implementing academic and behavioral supports and interventions to improve achievement for ALL students. Based on core components of the three-tiered prevention logic.

The RTI Process in Keansburg School District will consist of:

- High-quality learning environments, curricula, and instructional practices
- Universal Screening of all students in Math and Language Arts
- Data-based decision making
- Identification of students that may be at-risk (review of PARCC, Student Grades, Benchmark, DRA2 & Teacher College Data)
- Determination of deficit skills and problem area

- Selection and implementation of intervention strategies
- Progress monitoring to evaluate the student's response to intervention

Description of the programs offered to students can be found here: [Keansburg School District Response to Intervention and I&RS District Framework](#)

Wraparound Services

The Keansburg School District has a plan in place to provide wraparound services and resources to students and families within the school buildings and within the community. These include services and supports to address the academic, behavioral, and social-emotional needs of the students with interventions both in and out of the school environment.

Needs will be addressed as follows:

Referral to the guidance department and/or child study team.

If the problem goes beyond the expertise of school personnel, whether it is the guidance counselor or child study team member, they will be referred to outside community agencies, doctors, etc. The district will continue with its relationship YMCA Counseling Services, making certain there is an awareness of all community services available. This information will be shared with staff employees, parents, etc.

School Based Youth Services Program:

The Keansburg School District continues to work in collaboration with School Based Youth Services. All youth grades 9-12 are eligible to participate and services are provided before, during and after school. SBYSP services include: mental health counseling; employment counseling; substance abuse education/prevention; preventive health awareness including pregnancy prevention; primary medical linkages; learning support; healthy youth development; recreation; and information/referral

Family Friendly Center:

The Keansburg School District continues to work in collaboration with the Family Friendly Center Grant. Students in grades K-2 will have the opportunity to register for after school program clubs that provide academic, enrichment, and recreational opportunities for all students.

21st CCLC:

The Keansburg School District continues to work in collaboration with the 21st Century Learning Grant. Students in grades 3-8 will have the opportunity to register for after school program clubs that provide academic, enrichment, and recreational opportunities for all students.

Champions:

The Keansburg School District has worked closely with the Champions Program in order to provide childcare for students. Childcare may be provided.

Appendix L

Restart Committee

Appendix L is the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan.

A District Restart Committee was formed to address concerns and consider recommendations put forth by a variety of stakeholders. The committee consists of district administrators, school administrators, teaching staff, guidance/CST staff, association representation, custodial staff, parents, BOE members, and a school nurse. The Restart Committee also considers input from parent surveys, parent concerns from dedicated emails to the Superintendent, and Association concerns submitted.

The Restart Committee will meet regularly as the school year progresses and will adjust procedures and schedules as needed.

The Restart Committee will also oversee any changes that will require a transition from a hybrid plan to a remote only plan or to an all-in-person instructional plan. This plan has the flexibility to transition between different instructional platforms depending on any changes from the NJDOE, office of the Governor or changes in the pandemic rate of the district.

Appendix M

Pandemic Response Teams

Appendix M is the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan.

The Pandemic Response Team - all recommended/required positions are reflected in the composition of the teams below. The building principal and/or their designee are the building level liaisons. The teams will meet regularly and provide the central office staff and community with timely updates and any recommendations for changes to protocols. The responsibilities of the teams include the following:

- (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
- (2) Adjusting or amending school health and safety protocols as needed.
- (3) Providing staff with needed support and training.
- (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
- (5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
- (6) Providing necessary communications to the school community and to the school district.
- (7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.
- (8) Provide relevant information and suggestions to District Superintendent and/or District Administrators as needed.

Appendix N

Scheduling of Students

Appendix N is the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan.

School Day Preschool

- The school day for students will be Full Day 8:15-2:15 daily in person
- All students will be eligible for remote learning
- The wearing of face coverings will follow NJDOE guidelines

School Day K-12

- The school day for students will be on an abbreviated schedule for each K-12 school
- There will be two distinct groups of students assigned to a classroom teacher
- All students are eligible for full time remote learning
- All students participating in the in person model will attend 5 abbreviated school days each week

Procedures for Requesting Full Time Remote Learning

- Parents must complete the survey form to request remote only for their child.
- If there is more than one student in the family a separate form should be completed for each student.
- In order to accurately schedule classes, requests for remote only instruction should be submitted no later than August 18, 2020.
- Any questions regarding the remote only option for students should be directed to the building principal.
- A student participating in remote learning must remain in this setting until the end of the first marking period/trimester. After the first marking period/trimester a student planning to return must remain in this setting until the end of the current marking period/trimester. All requests must be sent in writing to the school principal.
- A specific form will be developed and made available to parents.
- These procedures are subject to change dependent on any future updates or adjustments from the state New Jersey Department of Education, the New Jersey Governor's Office or a change in a family situation that would require special consideration.

Appendix O

Staffing

Appendix O is the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan.

- Staff will be assigned a schedule consisting of two student cohorts.
- Educational Specialists/Master Teachers will become more accessible to remote students.
- Each student will be assigned a class schedule and teachers regardless if they are remote only (this will support in placing students in the event a student chooses to return or the district must move strictly to remote learning).
- In the event it becomes necessary to transition to remote only instruction classroom teachers will maintain class assignments.
- Guidance counselors and child study team staff will communicate with all students as needed whether students are reporting to school or remote. They will be responsible for providing counseling and S-E-L activities for all students. All students are entitled to all services.

Appendix P

Athletics

Appendix P is the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan.

1. We asked the BOE to adopt a resolution at their upcoming BOE meeting to reopen our sports program for the Summer Session Period under the NJSIAA Guidelines..

2. A letter will be sent to the coaches with a link to a Google Form version of the Covid-19 (Parent) Questionnaire. The coaches will forward this form to the families of the players that they want to attend Summer Session workouts. Parents will complete this form by July 6th which will automatically populate into a Google Sheet Database. A staff member will evaluate the "yes" answers to these questions and will contact the parents if additional follow up or documentation by a physician is needed. Ideally, those involved with this process will have a medical background such as our District Physician, School Nurse and/or Athletic Trainer.

3. Prior to June 13th a link to a Google Form of the Daily Screening Questions (with instructions) will be sent to each student who has an approved Covid-19 (Parent) Questionnaire. The students will be instructed that this form needs to be completed before they leave their house to come to each summer practice/workout. All daily screenings will be done through the Google Form which will feed into a Google Sheet Database. We don't want to be exchanging papers in this current environment, so we are going paperless.

4. When students arrive, all participants will report to a designated "screener" who will be wearing an N95 mask at an outdoor covered area near our athletic entrance. The "screener" will be set up with a computer loaded with a Google Sheet Database of that day's Daily Screening question responses. The "screener" will also have a temporal thermometer. The screener will open the database to make sure that there aren't any yes answers on each student's survey and they will enter the students' temperature. Anyone with a temperature over 100.3 and/or a yes answer will be sent home as per NJSIAA rules and someone on our medical staff (District Physician, School Nurse and/or Athletic Trainer) will follow up with the families as needed.

For all practices/workouts we will require students to bring their own water bottle and to wear a mask from the time they leave their car to the time the summer practice/workout starts. The same will be true when the summer practice/workout ends and the students return back to their cars.

The Keansburg Board of Education, NJSIAA and State of NJ Guidelines will be strictly enforced to which includes following graduated "Phased" protocols. Guardians must complete "COVID-10 Parent Questionnaire" and give consent online via Google Form. The Athletic Department will screen and evaluate submitted data and student-athletes will be placed in fixed "pod" groupings depending on start date/ required parent response. Prior to daily voluntary summer workouts, student-athletes will be medically screened and data will be collected via "Daily COVID questionnaire." Any person with a "yes" response or temperature of 100.4 or above will be isolated and required medical clearance to return. (Please refer to NJSIAA Phase 1, 2, 3)

Appendix Q

Remote learning Options for Families

Appendix Q is the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan.

- All students are eligible for full time remote learning.
- Procedures for submitting full time remote requests:
 - Requests for full time learning will begin on 7/30/20 and will close on 8/5/20 by completing a Google Form Request
 - After 8/5/20 requests can be made at anytime by completing a Google Form
 - Central Office and School Level Administration will be notified once a form is submitted.
 - Administration will have 2 working days to review and contact the family. Once the family is contacted administration will have 3 working days to transition student to remote learning.
 - For students with disabilities, building level administration will contact the Supervisor of Special Education and CST Teams to determine if an IEP meeting or an amendment to a student's IEP is needed for full time remote learning.
 - Any questions or concerns regarding Remote Learning will be addressed by building level administration
- A student participating in a full time remote learning option will be afforded the same quality and scope of instruction as other educational services as any other student otherwise participating in district programs.
- Procedures to transition from full time remote learning to in-person services:
 - There are prescribed times when students on remote instruction may request to return to school on site, utilizing the hybrid model. Any such requests will have to be made in writing with adequate notice.
 - This option is as follows:
 - The first day of a Marking Period/Trimester; these dates are as follows:
PreK/Caruso Elementary School - Trimester Start Dates: December 8th, or March 18th
 - Bolger Middle School and Keansburg High School: November 5th, or February 1st, or April 16th
 - Any questions or concerns regarding return from remote learning will be addressed by building level administration