



Waterford Township
School District

Dr. Brenda Haring
Superintendent

To: Executive County Superintendent- Dr. Levell Pugh-Bassett

From: Dr. Brenda Haring, School Superintendent, Waterford Township

Re: Waterford, School Closure Plan, May 2020

Date: May 15, 2020

Please find Waterford Township's COVID-19 Emergency Response Plan enclosed. The district has established emergency plans in the event of a Health Related School Closure. We continue to update our webpage and social media platform as information becomes available. Kindly review and contact me if questions arise or if further information is needed.

Respectfully,

Dr. Brenda Haring
Superintendent of Schools

SCHOOL BUILDINGS (3):	Thomas Richards Early Childhood Center 934 Lincoln Avenue Atco, NJ 08004	Grades Pk,K
	Atco Elementary School 2162 Cooper Road Atco, NJ 08004	Grades 1,2
	Waterford Elementary School 1106 Old White Horse Pike Waterford, NJ 08089	Grades 3,4,5,6

Total Student Population: 910

Out of District Student Information Contact: Mrs. Ashley Power- Assistant Principal for Elementary Education and Student Services



Checklist for School Health-Related Closure Plans (Updated May 4, 2020)

*Denotes the required updates/revision/additions to existing plans. Any other component of the existing plan can be updated as appropriate.

Contact Information

County: Camden

Name of District, Charter School, APSSD or Renaissance School Project: Waterford

Chief School Administrator/Charter or Renaissance Leader Name/APSSD Lead: Dr. Brenda Harring

Phone Number of Contact: 856-767-4200

Equitable Access to Instruction Plan Component 1

Question	District Yes or No	County Yes or No
Does the plan include equitable access to instruction for all students?	Yes	
Does the plan include an overall demographic profile for your district, including student counts for state funded preschool, homeless, migrant LSE, Students with Disabilities, and English Language Learners (ELLs)?	Yes	
Does the plan ensure that all students, with their varied and age appropriate needs, are addressed through the plan?	Yes	
Does the plan demonstrate a working knowledge (data summary or narrative) of student access to technology for grades identified in your plan as being served by one or more online platforms?	Yes	
*Does the district's plan account for measuring and addressing any ongoing digital divide that exists, whether it be network access or lack of sufficient access to devices?	Yes	

Notes on Component 1



Addressing Special Education Needs Plan Component 2

Question	District Yes or No	County Yes or No
Does the plan address the provision of remote/virtual instruction to implement Individualized Education Plans (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms?	Yes	
*Does the plan address methods to document IEP implementation including the tracking of services, student progress as well as provision of accommodations and modifications?	Yes	
*Does the plan describe how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible?	Yes	
*Does the plan address procedures for virtual IEP meetings, evaluation and other meetings to identify, evaluate and/or reevaluate students with disabilities?	Yes	

Notes on Component 2

Addressing ELL and Bilingual Needs Plan Component 3

Question	District Yes or No	County Yes or No
*Does the plan include ESL and bilingual education to meet the needs of English Language Learners (ELLs)?	Yes	
*Does the plan contain how the district communicates with ELL families, including translated materials and directions? NA	Yes	
*Does the district's plan address alternate methods of instruction, differentiation, access to technology and strategies to troubleshoot ELL access challenges? NA	Yes	

Notes on Component 3



Safe Delivery of Meals Plan Component 4

Question	District Yes or No	County Yes or No
*Does the plan contain how the district will provide continued safe delivery of meals to students?	Yes	

Notes on Component 4

Length of Virtual or Remote Instructions Day Plan Component 5

Question	District Yes or No	County Yes or No
*Is the virtual or remote learning plan designed to maximize student growth and learning to the greatest extent possible? <ul style="list-style-type: none">• Differentiate instructional time, class assignments, independent work, and measures of student learning by grade bands. In each grade band, design virtual and remote learning plans to maximize student growth and learning to the greatest extent possible.	Yes	

Notes on Component 5



Attendance Plan Component 6

Question	District Yes or No	County Yes or No
*Does the plan address attendance aligned to the district policy on including how the district determines whether a student is present or absent, and how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will affect the student?	Yes	
*Does the plan describe how the district is following up with the family when a student is not participating in online instruction and/or submitting assignments?	Yes	

Notes on Component 6

Facilities Plan Component 7

Question	District Yes or No	County Yes or No
*Does the plan contain an outline of how the building will be maintained throughout this extended period of closure?	Yes	

Notes on Component 7



Summer Programming Plan Component 8

Question	District Yes or No	County Yes or No
<p>*Does the plan contain a preliminary outline for the provision of summer services, including:</p> <ul style="list-style-type: none">• Extended School Year (ESY) for students with disabilities including how ESY will be delivered• 21st Century programs• Assessment of credit loss or shortages for high school seniors and an initial plan to address credit recovery• Assessments of learning loss and an initial plan for potentially addressing learning loss• STEM or other programs using reallocated grant funds• Title 1 extended learning programs• Any preliminary plans for Class of 2020 graduation ceremonies	Yes	

Notes on Component 8

Board Approval Component 9

*Is the plan board approved? Yes No Enter Date (mm/dd/yyyy): 5-27-2020

Notes on Component 9



Posted on Website Component 10

*Is the plan posted on the district/APSSD/Charter/Renaissance School Project Website? Yes No

Enter Date (mm/dd/yyyy): 5-15-20

Notes on Component 10

Posted on Website Component 11

Question	District Yes or No	County Yes or No
*Does the plan contain a list of essential employees by job title? (can be an addendum)	Yes	

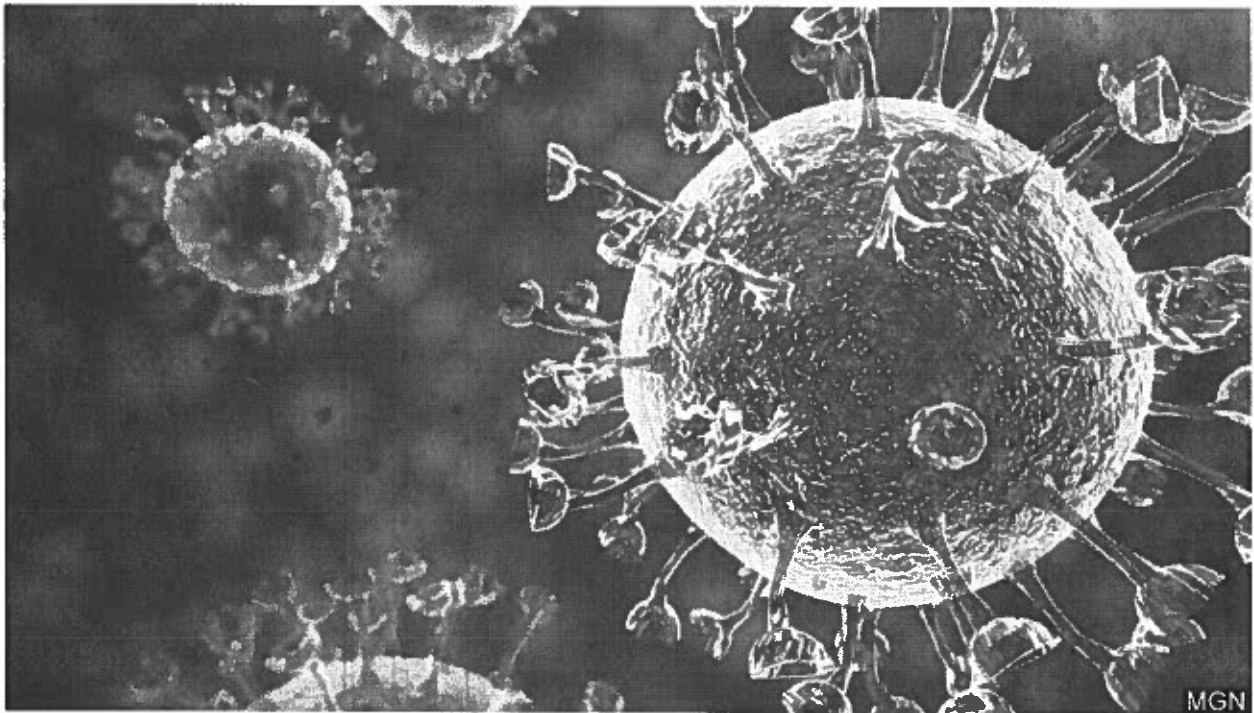
Notes on Component 11

APSSD Applicable Only: Sharing Plans Component 12

*Was the plan shared with all sending districts? Yes No

Notes on Component 12

**Waterford Township
School District**



**COVID-19 PANDEMIC
School Health-Related Closure Plan
May 2020**

County: Camden
District: Waterford Township
Chief Administrator: Dr. Brenda Harring

Demographic Profile

Category	# of Students
Preschool	135
K-6	773
ELL	1
Special Education	125
Socio-Economic	212
Homeless	7
Internet Accessibility/ Device	97%

Emergency Crisis Management Coordinator - Camden County

Superintendent of Schools:	Dr. Brenda Haring 2162 Cooper Road Atco, NJ 08004 856-767-4200
Contact for Non English Speaking Students:	Mrs. Julie Lyons 1106 Old White Horse Pike Waterford, NJ 08089 (856) 767- 8293
Contact for Students with Special Needs:	Mrs. Ashely Power 1106 Old White Horse Pike Waterford, NJ 08089
District "Effective" Communication Mode:	Blackboard Communications to Parents and Staff (Tested Monthly and Deemed Highly Effective) (Information received in less than five minutes)
School Doctor:	Dr. Julian Maressa, D.O. Franklin Family Practice- Suite 100 181 West White Horse Pike Berlin, NJ 08009 (856) 767- 6044
Police Chief:	Chief Daniel Cormaney Waterford Township Police Department 2131 Auburn Avenue Atco, NJ 08004

Emergency Crisis Management Coordinator - Camden County

ADMINISTRATIVE DIRECTORY AND PHONE NUMBERS

<u>NAME</u>	<u>TITLE</u>	<u>PHONE NUMBER</u>
Dr. Brenda Harring	Superintendent Principal Atco Elementary School	(856) 767- 4200
Dan Fox	Assistant Superintendent For Business/ Board Secretary	(856) 767- 8293
Julie Lyons	Director of Elementary Elementary Education	(856) 767- 8293
Ashley Power	Assistant Principal for Elementary Education And Student Services	(856) 767- 8293
Heather Kondas	Principal Waterford Elementary School	(856) 767- 8293
Patrick Davidson	Principal Thomas Richards Early Childhood Center	(856) 767- 2421
Ed Leypoldt	Technology Coordinator	(856) 767- 8293
Christine Storey	School Nutrition Director	(856) 767-8293
Deneen Macauley	Transportation Supervisor	(856) 767- 8293

KEY PERSONNEL

RULES & RESPONSIBILITIES
(TIMELINES)

List of Essential Employees by Category	Role of Employee	Duties/ Work Stream	How Many Essential Employees Per Category
Administration	Superintendent, Business Administrator	Oversee & Coordinate Operations, Maintain Business Office Operations	2
Maintenance	Maintenance Staff	Provide access to district facilities	2
Custodial	Custodians	Clean and sanitize buildings	5
Technology	Information Technology Staff	Assist staff with implementation of remote access and instruction	3
Food Service Personnel	Food Preparation	Two days per week- Food Preparation	10
Food Service Personnel	Food Delivery	One day per week- Food Pick-Up	5
Teachers	Hours per day	Remote	Onsite
	4	4	

PERSONNEL	RESPONSIBILITY	TIMELINE
NURSES	Through counsel of doctor and/or County Health Officials coordinate all medical response to children and staff- maintain student & staff medical records	Linked by Crisis Communication Measures for Quick Access During Crisis Operations- Ongoing During "Normal" Operating Conditions
SCHOOL DOCTOR	Advise on appropriate medical action. Coordinates with County Health Officials.	Linked by Crisis Communication Measures for Quick Access During Crisis Operations- Ongoing During "Normal" Operating Conditions
POLICE CHIEF	Advises emergency movement of staff/children. Link to County Health Officials and County Hazmat Team.	Linked by Crisis Communication Measures for Quick Access During Crisis Operations- Ongoing During "Normal" Operating Conditions
SUPERINTENDENT OF SCHOOLS	Advises all school personnel as to the extent of emergency. Implements or triggers all school action including school closing information.	Linked by Crisis Communication Measures for Quick Access During Crisis Operations- Ongoing During "Normal" Operating Conditions
DIRECTOR OF ELEMENTARY EDUCATION	Advises Superintendent on curriculum needs of all students.	Linked by Crisis Communication Measures for Quick Access During Crisis Operations- Ongoing During "Normal" Operating Conditions
COORDINATOR OF TECHNOLOGY	Advises Superintendent on feasibility of web based alternatives to traditional schooling. Troubleshoots all emergency equipment/ communication links.	Linked by Crisis Communication Measures for Quick Access During Crisis Operations- Ongoing During "Normal" Operating Conditions
SCHOOL BUSINESS ADMINISTRATOR	Payroll/Finance point of contact.	Linked by Crisis Communication Measures for Quick Access During Crisis Operations- Ongoing During "Normal" Operating Conditions
PRINCIPALS	Oversee students & staff during any crises.	Linked by Crisis Communication Measures for Quick Access During Crisis Operations- Ongoing During "Normal" Operating Conditions
ASSISTANT PRINCIPAL	Key Coordinator of local special needs children- Key Coordinator of out-of-district- special needs students- Key Coordinator of crisis response mental health support team.	Linked by Crisis Communication Measures for Quick Access During Crisis Operations- Ongoing During "Normal" Operating Conditions
FOOD SERVICE DIRECTOR	Establishes safety standards for food and water in crisis and during normal operating hours.	Linked by Crisis Communication Measures for Quick Access During Crisis Operations- Ongoing During "Normal" Operating Conditions
TRANSPORTATION COORDINATOR	Advises and organizes transportation of pupils in normal and crisis operations (K-12). K-6- Local 7-12- Hammonton	Linked by Crisis Communication Measures for Quick Access During Crisis Operations- Ongoing During "Normal" Operating Conditions

Planning & Coordination

CDC Recommendations:

To prepare for possible community transmission of COVID-19, the most important thing for schools to do now is plan and prepare. As the global outbreak evolves, schools should prepare for the possibility of community-level outbreaks. Schools want to be ready if COVID-19 does appear in their communities.

Childcare and K-12 school administrators nationwide can take steps to help stop or slow the spread of respiratory infectious diseases, including COVID-19:

District Action Steps:

Review, update, and implement emergency operations plans (EOPs).

- Communicate with staff, students, and parents about good practices for slowing the spread of infection.
- Disseminated a flyer for preventing Cold, Flu, and the Coronavirus.
- Communication was sent by the Superintendent regarding the use of good judgment over adhering to an attendance incentive.
- Posted Healthy Habits flyers around the school community and in restrooms where appropriate with messages for staff/students about handwashing, preventing the spread of germs, and staying home when sick.
 - Ensure handwashing strategies include washing with soap and water for at least 20 seconds or using a hand sanitizer that contains at least 70% alcohol if soap and warm water are not available.
- Reference key resources while reviewing, updating, and implementing the EOP:
 - CDC, Department of Health, & heathychildren.org were used to identify effective ways to communicate with the school community.

Develop information-sharing systems with partners.

- Information-sharing systems can be used for day-to-day reporting (on information such as changes in absenteeism) and disease surveillance efforts to detect and respond to an outbreak.
- Front office secretaries will report the number of absences to the building principal each morning. The building principals will report their attendance numbers to the Superintendent, who will then have the option of sharing this information with the public through Blackboard or Facebook.
- The Atco School Nurse will check the CDC website each morning to account for the number of new cases, where they are located, and the impact on the district. The Atco nurse will relay the information to the Superintendent who can then share the latest updates with families through Blackboard or Facebook.
- Local health officials should be a key partner in information sharing.

Monitor and plan for absenteeism

- Review the usual absenteeism patterns at your school among both students and staff.
 - Meet with principals and nurses to identify a plan for reporting attendance trends.
 - Contact the Department of Health as per the Requirements for Reporting Communicable Disease and Work-Related Conditions.
 - Alert local health officials about large increases in student and staff absenteeism, particularly if absences appear due to respiratory illnesses (like the common cold or the “flu,” which have symptoms similar to symptoms of COVID-19).
 - Send out a communication to the staff to remind them to stay home when sick.
 - Review attendance and sick leave policies. Encourage students and staff to stay home when sick. Use flexibility, when possible, to allow staff to stay home to care for sick family members.
- Discourage the use of perfect attendance awards and incentives.
 - Communication from the Superintendent should be sent home to encourage parents to use good judgment regarding his/her child’s illness. This takes precedence over any attendance incentives.
- Identify critical job functions and positions, and plan for alternative coverage by cross-training staff.
 - As necessary, staff members will be pulled from positions that provide non-essential instruction to cover those positions that require immediate supervision.
- Determine what level of absenteeism will disrupt continuity of teaching and learning.
 - Building Level
 - A Daily Attendance Google Doc has been created to identify the number of students absent in the school as well as each classroom.
 - In the event the school has more than 10% of the population absent, the school principal will be notified.
 - If a classroom has **more than 20%** absent, the school nurse will notify the Supervisor of Maintenance to take special care in cleaning the room that evening.
 - District Level
 - In the event of an increase in absenteeism the district will consult with the county health department prior to any closure for public health.
 - **Requirements to Implement a Public Health-Related School Closure NJDOH guidance identifies school closure as a potential strategy to limit transmission within a community. In the event a board of education is provided a written directive by either the NJDOH or the health officer of the jurisdiction to institute a public health-related closure, the board of education**

may utilize home instruction to provide instructional services to enrolled students. The provision of home instruction services should be guided by N.J.A.C. 6A:16-10.1 and may include direct services, online instruction, services provided through contract with another district board of education, or any other means developed by the district to meet the needs of its students. Any day in which students impacted by a public health-related closure have access to home instruction services provided consistent with the guidance in this memo will count as a day in which the board of education has provided public school facilities toward its compliance with the 180-day requirement in accordance with N.J.S.A. 18A:7F-9.

Students and staff who become sick at school will follow the following procedures:

- Staff members will be sent home upon reporting illness.
- Students who are exhibiting symptoms of respiratory illness will be contained to the nurse's office and sent home.
- Students and staff who are ill will be kept separate from other students/staff until they exit the building.
- Keep sick students and staff separate from well students and staff until they can leave.
 - Once a student has been identified as showing signs of illness, the nurse will keep the student in the nurse's office and contact parents to pick their child up.
 - In the event the symptoms are of a contagious nature, the nurse will recommend the parent takes his/her child to the doctor to reduce the spread of illness.
- Remember that schools are not expected to screen students or staff to identify cases of COVID-19. The majority of respiratory illnesses are not COVID-19. If a community (or more specifically, a school) has cases of COVID-19, local health officials will help identify those individuals and will follow up on next steps.

Attendance Plan During Remote Learning

- Teachers send daily emails to students to communicate the learning plan for the day. A variety of platforms have been created to note attendance based on the grade level.
- The platform for communication varies among the grade levels. In K-2 the teachers use Class DoJo, Remind, Flipgrid and in Grades 3-6 the teachers use Flipgrid, email, and Google Classroom.
- The principals meet with the teachers weekly to discuss progress, address concerns, and identify students that may not be in attendance. If teachers are struggling with connecting with parents and students, the principals and /or guidance counselors call to check in with the students.
- When all attempts are made to engage the family with no success, the district School resource Officer does a well visit.

Continuity of Student Learning & Core Operations

CDC Recommendation:

The below information is meant to correspond to the seriousness of a local outbreak.

Educational responses may range from:

- Cancellation of extra-curricular events; up to and including school closure.
- Distance learning and Google Classroom would figure prominently into plans for WES students, while those in primary grades (PK-2) might be provided printable exercises to hone their numeracy and literacy skills.
- Knowing that students in primary grades may not have access to technology and many older students do not live in homes with internet connectivity, these plans would require individualized solutions for some students. Our ability to provide those individualized solutions would depend, in part, on the restrictions put in place by the Camden County Health Department.
- In any situation, such as a community-wide quarantine that required the closure of all schools for more than just a few days, Waterford Township Schools would make every effort to continue providing educational programming in an age-appropriate manner. Doing so is important to maintain learning and to provide students with a sense of normalcy and a positive focus during a stressful situation.

District Action Steps:

Develop alternative procedures to assure **continuity of instruction** (e.g., web-based distance instruction, telephone trees, mailed lessons and assignments, instruction via local radio or television stations) in the event of district school closures.

- **Access to Technology**
 - Conduct an assessment to determine the web access in homes.
 - Survey teachers and parents to identify the number of students that have internet access and/or a device to allow for virtual learning to occur within the home.
 - At the present time, 97% of all students have access to devices and/or the internet.
 - Upon completion of the plans, a system will be set up on Google and/or the network to share the plans out to the parent community in the event of health related closing.
 - All PK-6 Special Education students who need access to a device have been provided one if the parent or guardian has expressed a need.
 - As we continue to work within the remote platform, the district has addressed technology needs in the K-2 upon request. The district does not have a one-to-one initiative in K-2, so we are able to provide a device to every student.

- Our K-2 population uses mostly instructional packets. As the need for technology increases, the district has provided the students with a Chromebook upon request.
- **Remote Learning Opportunities.**
 - Instruction will occur 10 hours per week. Teachers will be available to students from 10am-12pm Monday thru Friday.
 - A communication will be sent to the student to greet them and present the learning activities for the day.
 - Special Education teachers are providing a combination of synchronous (live virtual sessions) and asynchronous (recorded videos, paper packets, Google Classroom activities) methods of instruction in order to best meet student IEP needs.

https://docs.google.com/presentation/d/1F9llw4FmKerl9U1-vMR6qHrDc7le7bBUKbQLD3ogL0/edit#slide=id.g74a78d9219_68_2

- **Framework for Planning**
 - A three week plan has been created for each grade level. All units of study are placed in the Virtual BackPack.
 - Grades PK-2 will receive a hard copy of the activities
 - Grades 3-6 will receive a hard copy in the event that a student does not have access to a device or internet (under 5% of the student population).
 - As remote learning continues, the district has developed instructional plans in four week intervals.
 - Each instructional plan has three tracks:
 - Interventions for at-risk and special education population that provides accommodations and modifications for this population of students.
 - The standard instructional plan for all students.
 - Extension activities for parents that want to advance their child with more challenging content.
 - The instructional plans have evolved over the duration of remote learning.
 - In addition, the enrichment teachers post optional lessons for students to partake in music, art, spanish, physical education, media, and STEAM.
- **Curriculum Revisions**
 - To account for the regression of skills, the teachers have identified standards that were not addressed prior to March 16th.
 - Through vertical articulation an addendum to the pacing guide will be created to embedded standards that were not formally addressed by either front loading material or enhancing the content when it is addressed in the current curriculum.

- Curriculum revisions will be completed prior to the close of the school year.
- **Special Education**
 - Individualized accommodations have been created for the at-risk i.e. Title I and Special Education population as well as related services.
 - Special Education teachers collaborated with general education teachers to create plans that follow curriculum as well as provide adaptations and modifications.
 - Self Contained classrooms also provided additional curriculum specific to the needs of the students in their classrooms.
 - Special education teachers were directed to make daily contact with parents as to how to provide individualized modifications for the lessons of the day.
 - Special Educations teachers developed an instructional plan based on goals, supports, and modifications/accommodations as outlined in student IEPs.
 - Special Education teachers are documenting instruction, modifications provided and student outcomes in a district created instructional log.
 - Access to an online supplementary reading program has been obtained for all Special Education students in grade K-6.
 - Access to an online program specifically geared to students with social skills needs has been obtained.
- **Grading Remote Learning**
 - The district has implemented the following guidelines for grading during remote learning:

K-3	Grade 4	Grade 5,6
<p><u>Math, ELA, SS, Sci:</u> Submitted work=Outstanding (OU) or Satisfactory (SA)</p> <p>Work in the subject that has not been submitted = Incomplete (INC)</p> <p><u>Enrichments:</u> This subject was a Non-Graded (NG) subject area during Trimester 3</p>	<p><u>Math, ELA, SS, Sci:</u> Submitted work=Outstanding (OU) or Satisfactory (SA)</p> <p>Work in the subject that has not been submitted = Incomplete (INC)</p> <p><u>Enrichments:</u> This subject was a Non-Graded (NG) subject area during Trimester 3</p>	<p><u>Math, ELA, SS, Sci:</u> Submitted work =Outstanding (O) or Satisfactory (S)</p> <p>Work in the subject that has not been submitted = Incomplete (I)</p> <p><u>Enrichments:</u> This subject was a Non-Graded (NG) subject area during Trimester 3</p>

Parent Portal Acknowledgement:

Please note that, due to school closures, the district used a modified grading scale during Trimester 3 for all subject areas.

● **Summer Services**

- **Title I Services-** the district has chosen not to implement the RtI Summer Program. Many families have expressed fatigue with remote learning and need a break. Our plan is to provide after-school tutoring in small group sessions twice a week for intervals of eight weeks once we return to school.
- **Extended School Year (ESY)-** services will be delivered through remote instruction and be conducted with a combination of live group and/or individual virtual lessons as well as asynchronous methods as determined by individual student needs. ESY will run Monday through Thursday, 9:00-12:00 for 6 weeks.

● **Child Study Team (CST)**

- Meetings will continue remotely through the use of Google Meet.
- CST members have reached out to parents to verify availability and capability for attending remote meetings.
- Social reports will be completed remotely.
- CST has created a document which outlines all evaluations due.
 - This document includes all legal due dates as well as which evaluations have been completed. The team will use this to prioritize scheduling of evaluations when school reopens.
- The district has communicated with all parents. CST is reaching out to the private schools to create a plan for continued communication and hosting meetings. After information has been gathered from the school, parents of students who are provided with out- of-district services will be contacted by the Child Study Team.
- A plan for medically fragile students will be developed as we continue to communicate with schools and families of students who require those special considerations. At this time, we do not have students who are determined medically fragile in district or in an out of district placement.
- CST is in contact with out -of-district schools. The district has currently agreed to send students to their respective out-of-district placements if those schools are open. Out of District schools have been providing regular updates in regard to their COVID plans.
- The Transportation Department is directed to be in consistent contact with Camden County Educational Services. CCES provides transportation services for Waterford Township students, including those who attend out-of-district schools. They serve as a liaison between the bus companies and schools. The Transportation Department then communicates with administration and CST members. The district has

instructed CCES to transport students to schools that open before Waterford and they have agreed to this plan.

- **Related Services**

- Related services members have created resources for students to utilize at home. This is not a replacement of services, but will serve as a way to limit regression as much as possible.
- The related services team is documenting all parental contact as well as any session that a student has missed.
- Service providers will be in contact with administration weekly in order to develop guidelines for identifying students who have significantly regressed and who are in prioritized need of compensatory services.
- As of the change in state guidelines for teletherapy services, Speech/language, OT, and PT services began with remote instruction.

- **Food Service**

- DFA Name Waterford Twp. Bd of Ed
- Agreement # 00705560
- Date Meal Distribution will begin 3/18/2020
- Date Meal Distribution will end 6/10/2020
- Schools/Site for distribution Waterford Elementary School
- Meals to be claimed 400

- A district parent survey enabled the district to identify families interested in food service.
 - 400 parents responded to the survey and 185 families expressed interest in continuing food service.
 - Boxed meals will be provided to families in need weekly intervals.
 - Pick up for food will occur on Wednesdays at the Waterford Elementary School.
 - The parents will drive into the bus loop and staff will bring the meals to the cars to limit exposure.
 - The meals will follow the summer meal pattern.
 - The parents will sign off to accept the meals after their ID is checked.
 - All of the employees and volunteers signed a health policy agreement.
 - They were trained on safety rules, personal hygiene and proper hand washing.
 - All items are held in a refrigerated area at proper holding temperatures.
 - Most items are shelf stable.

District Mental Health Crisis Team Structures and Protocols

Mental Health

- Ensure plans are in place to provide support to students and staff who may experience anxiety and other mental health symptoms as a result of information about COVID-19.
- The counseling department has established Google HangOut meetings and opportunities for check-ins with students on the ase load.
- General principles for talking to children
 - Remain calm and reassuring.
 - Make yourself available to listen and to talk.
 - Avoid language that might blame others and lead to stigma.
 - Pay attention to what children see or hear on television, radio, or online.
 - Provide information that is honest and accurate.
 - Teach children everyday actions to reduce the spread of germs.
 - Remind children to stay away from people who are coughing or sneezing or sick.
 - Remind them to cough or sneeze into a tissue or their elbow, then throw the tissue into the trash.
 - Discuss any new actions that may be taken at school to help protect children and school staff.
(e.g., increased handwashing, cancellation of events or activities)
 - Get children into a handwashing habit.

Staff

- The District Mental Health Crisis Team is composed of mental health staff across four disciplines (school counselor, school social worker, school psychologist, and nurse) and with direct knowledge of development across grades PreK-6th.

Role

- The role of the DMHCT is to provide guidance, consultation and support to building administration and to members of each building's Mental Health Crisis Team. Members of the DMHCT will also provide direct services to staff and students as needed.
- The goal is to stabilize the situation, provide psychological first aid and ensure a return to usual functioning; overall reduce the impact of trauma.

District Mental Health Crisis Team

- Assess the Situation
 - Information has been verified
 - Notify central administration

- Speak with principal, district-wide crisis mental health crisis team, and building mental health staff
- Determine Impact of loss
 - How many staff and students is this going to impact?
- Determine degree of impact
 - Type of loss: death, injury, observed event
- Determine degree of experience and comfort with situation for building based staff
- Consider other factors based on information provided
- Based on assessment determine level of involvement
 - Phone consultation
 - Physical presence in building for support
 - District team involvement. Number of individuals to be involved. Consider expertise of crisis members when making assignment and services needed
- Determine additional supports
 - Assistance in crafting a letter to staff and parents
 - Providing school with written information with staff and parents
 - Monitored delivery of services
 - Debrief at end of day
 - Plan for next day/week

Crisis Response: “The New Normal” Protocol: Death of a Staff Member

- Information gathering and assessment
 - Phone/video conference with administration
 - Confirm that person has passed away and which information, if any, does the family want to share.
 - Identify individuals most closely impacted by a person's death, students, same grade level staff, same content are staff, other building staff. Identify possible areas of concern.
- Plan Development
 - Phone/video conference with administration and building mental health staff
 - Inform mental health staff, allow processing of information. Discuss their availability and ability to be part of the response. Outline plan for response:
 - District crisis team members to be present and their role
 - Role of building mental health staff
 - Present first to staff members who the person worked with (grade level, enrichment, etc)
 - Break staff into small groups. Maximum of three groups
 - Consider other factors based on information provided
 - Determine information to be shared
 - Assistance in crafting a letter to staff/parents

- Administration/Counselors will email parents and students that are on the teacher's roster to set up virtual support. Information will include that the teacher/staff member has passed away and to reach out to the counselor if needed.
 - Counselors to reach out to students who may be vulnerable as a result of mental health concerns or recent losses
- Plan Implementation
 - Video response - Staff meeting
 - Focus is the person who passed away and how the staff can manage emotions associated with the passing. Questions as to how should be kept brief, factual and should not be the focus of the response.
 - Be brief, but address key points and any questions, honestly and from the heart. Consider information below in your own words:
 - Central and School Administration: (suggested script)
 - Announce the staff member has died and these are stressful times
 - When I know of arrangements, I will notify you. This may take a long time due to present circumstances
 - This is a difficult time for the family. Let's be respectful and support them.
 - Think of something special/different about the person that you will remember. Ask staff if they want to share something.
 - If there is anything else that you want to add that is pertinent to the person/situation, it's okay to do so.
 - We will think of something to do as a school to honor their memory
 - Address questions

Facts about COVID-19 for Discussions with Children

Try to keep information simple and remind them that health and school officials are working hard to keep everyone safe and healthy.

What is COVID-19?

- COVID-19 is the short name for “coronavirus disease 2019.” It is a new virus. Doctors and scientists are still learning about it.
- Recently, this virus has made a lot of people sick. Scientists and doctors think that most people will be ok, especially kids, but some people might get pretty sick.
- Doctors and health experts are working hard to help people stay healthy.

What can I do so that I don't get COVID-19?

- You can practice healthy habits at home, school, and play to help protect against the spread of COVID-19:
 - Cough or sneeze into a tissue or your elbow. If you sneeze or cough into a tissue, throw it in the trash right away.
 - Keep your hands out of your mouth, nose, and eyes. This will help keep germs out of your body.
 - Wash your hands with soap and water for at least 20 seconds. Follow these five steps—wet, lather (make bubbles), scrub (rub together), rinse and dry. You can sing the “Happy Birthday” song twice.
 - If you don't have soap and water, have an adult help you use a special hand cleaner.
 - Keep things clean. Older children can help adults at home and school clean the things we touch the most, like desks, doorknobs, light switches, and remote controls. (Note for adults: you can find more information about cleaning and disinfecting on [CDC's website](#).)
 - If you feel sick, stay home. Just like you don't want to get other people's germs in your body, other people don't want to get your germs either.

What happens if you get sick with COVID-19?

- COVID-19 can look different in different people. For many people, being sick with COVID-19 would be a little bit like having the flu. People can get a fever, cough, or have a hard time taking deep breaths. Most people who have gotten COVID-19 have not gotten very sick. Only a small group of people who get it have had more serious problems. From what doctors have seen so far, most children don't seem to get very sick. While a lot of adults get sick, most adults get better.
- If you do get sick, it doesn't mean you have COVID-19. People can get sick from all kinds of germs. What's important to remember is that if you do get sick, the adults at home and school will help get you any help that you need.
- If you suspect your child may have COVID-19, call the healthcare facility to let them know before you bring your child in to see them.

Infection Control Policies & Procedures

CDC Recommendations:

Develop a continuity of operations plan for essential central office functions including payroll and ongoing communication with students and parents.

District Action Steps:

In addition to monitoring both the spread of **COVID-19** and any recommendations by the **CDC**, here are the steps **WTSD** is taking to prepare for this possible emergency.

- Reviewing our Emergency Operating Plans
- Monitoring field trip destinations to ensure students are not traveling to or through cities experiencing an outbreak (as defined by the **CDC**)
- Reminding students and staff about respiratory etiquette and handwashing
- Reminding parents to keep students at home who have symptoms of a respiratory illness
- Developing information-sharing systems specific to this potential outbreak with other organizations and governmental agencies
- Monitoring absenteeism and notifying local health officials about large increases in student or staff absences
- Strengthening procedures to isolate and send home students and staff who are sick at school as soon as symptoms present

Perform Routine Environmental Cleaning

- Routinely clean frequently touched surfaces (e.g., doorknobs, light switches, countertops) with the cleaners typically used. Use all cleaning products according to the directions on the label.
 - Superintendent, Principals, & Facilities Supervisor meet with the custodial team to discuss appropriate cleaning protocols during the flu season.
 - Custodial staff received cleaning instructions from the CDC
- Provide disposable wipes so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down by students and staff before each use.

Cleaning During Extended Closure

During the closure, our custodial and maintenance staff have continued various required inspections done with contractors/inspectors including:

1. Fire alarm panel testings
2. Sprinkler Inspections
3. Kitchen Hood Suppression System inspections
4. Water Quality Testing/sampling
5. Generator PM testing and Maintenance
6. Fire Marshall Inspections/Walk-Thru
7. PM's on all HVAC systems, pumps, filter changes etc. will all be getting scheduled shortly.

8. In addition, the grounds are maintained by an outside contractor who is operating on a normal schedule.
9. Any issues that arise are addressed immediately by coming in and addressing it in person if it cannot correct it remotely. Some issues have been addressed by the Lead Custodian.

Communication Planning

CDC Recommendations:

- Review CDC's guidance for businesses and employers.
- Review the CDC guidance to identify any additional strategies the school can use, given its role as an employer. Create communications plans for use with the school community.
- Include strategies for sharing information with staff, students, and their families.

District Action Steps:

Internal Communication

- Administration
 - The Superintendent will push out updates and related information using school email, memos, and/or letters.
 - Blackboard and/or phone chains may also be utilized in the event that the superintendent needs to communicate information outside of normal operating procedures.
 - The Superintendent will connect employees to timely, accurate information from CDC, WHO and our State and County Health Departments. Clear instructions about what to do if employees suspect they have been exposed to Novel Coronavirus (2019-nCoV) will be included.
 - Posters, memos, emails, intranet postings, supervisor talking points, FAQs, etc. will be used to promote preventive actions employees can take (hygiene and avoidance)
- Staff
 - Teachers will coordinate student handwashing and increased cleaning of hard surfaces such as doorknobs and desks.
 - Teachers will identify instructional plans to attend to instruction in the event of school closing.

External Communication

- District Communication
 - Create communications plans specific to the potential outbreak for use with the school community.
 - To communicate externally, the Superintendent will utilize the District website, Blackboard text, phone, and/or email message
 - Building principals will share information with students when necessary to do so. Principals will either meet with children in their classrooms or provide written information.
- Parent Communication
 - Share resources with the school community to help families understand when to keep children home. This guidance, not specific to COVID-19, from the American Academy of Pediatrics can be helpful for families.

- Several communications have been created to remind parents of the precautionary measure that can be taken to prevent the spread of contagious bacteria/virus.
 - Increased communications about keeping symptomatic students home.
 - Should a case of coronavirus be confirmed by the CDC among our students or staff, the Superintendent will immediately notify all parents and provide recommendations and next steps.
- Crisis Response: “The New Normal” Protocol: Death of a Staff Member
 - Information gathering and assessment
 - Phone/video conference with administration
 - Confirm that person has passed away and which information, if any, does the family want to share.
 - Identify individuals most closely impacted by person’s death, students, same grade level staff, same content area staff, other building staff. Identify possible areas of concern.
 - Plan Development
 - Phone/video conference with administration and building mental health staff
 - Inform mental health staff, allow processing of information. Discuss their availability and ability to be part of the response. Outline plan for response:
 - District crisis team members to be present and their role
 - Role of building mental health staff
 - Present first to staff members who the person worked with (grade level, enrichment, etc)
 - Split staff into smaller groups. Maximum of three groups
 - Consider other factors based on information provided
 - Determine information to be shared
 - Assistance in crafting a letter to staff/parents
 - Administration/Counselors will email parents and students that are on the teacher’s roster to set up virtual support. Information will include that the teacher/staff member has passed away and to reach out to the counselor if needed.
 - Counselors to reach out to students who may be vulnerable as a result of mental health concerns or recent losses
 - Plan Implementation
 - Video response - Staff meeting
 - Focus is the person who passed away and how the staff can manage emotions associated with the passing. Questions as

to how should be kept brief, factual and should not be the focus of the response.

- Be brief, but address key points and any questions, honestly and from the heart. Consider information below in your own words:

- Central and School Administration: (suggested script)

- Announce the staff member has died and these are stressful times
- When I know of arrangements, I will notify you. This may take a long time due to present circumstances
- This is a difficult time for the family. Let's be respectful and support them.
- Think of something special/different about the person that you will remember. Ask staff if they want to share something.
- If there is anything else that you want to add that is pertinent to the person/situation, it's okay to do so.
- We will think of something to do as a school to honor their memory
- Address questions