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*Reset and Restart 2020 The Education Academy*

July 28, 2020

Submitted by:

Linda A. Phillips, Executive Director

Created by:

The Education Academy Planning Response Team

The Education Academy Pandemic Response Team

## *Reset and Restart 2020 The Education Academy*

This document is being submitted to The New Jersey Department of Education and The Ocean County Department of Health and is being done so as an updated addendum to previous documents regarding The Education Academy and COVID 19. The emphasis of previous documents was on the health and safety of course of staff, students and families and surrounding communities as well as the provisions of remote, virtual and teacher led instruction and services that would be provided to the best extent possible to the stakeholders of The Education Academy. These stakeholders include, Staff, School Nurse, Security, Students, Student families, Parent Advocates, ASAH, NJPSA, NAPSEC, ASCD, NJIETA, NBI, Attorney Representatives, Sending Districts, Community Partners, DOE, DOH, CDC, DOHS, DCP, Law Guardians, Ocean Partnership, Therapists, Psychologists, Psychiatrists and Crisis Interventionists holding reciprocity agreements with The Education Academy and our beloved local Fire, Police, Rescue, EMS teams. This Reset and Restart plan is based on The Road Back Restart and Recovery Plan For Education from the Governor's Office and has been utilized as an outline of and for enhanced and newly created Procedures, Protocols and Policies and submitted as same with the focus of providing in-person instruction at The Education Academy Facility located at 505 N. Main Street, Lanoka Harbor. N.J. 08734 commencing September 2020 and/or according to the Educational Governing Bodies of New Jersey. As with previous emergency preparedness submissions this document is to be considered fluid, and will continually be assessed and enhanced where the consensus is it would be in the best interests of the school and all the stakeholders and it would be fair, equitable and accessible for all who needed the considerations.



## Reset and Restart 2020-The Education Academy

### Leadership and Planning

The Education Academy is a small private school and all staff and parents and guardians work collaboratively to achieve goals and objectives for the school and its stakeholders. For this Directive, it was determined that two specific teams needed to be in place: A **Pandemic Response team** and a **Planning Team**. Some staff members would be a part of both teams due to their contracted responsibilities. Staff not on a team would be support personnel for the team members and help with time management to meet deadlines determined. Our Planning Team has the additional benefit of Parent representatives from our diverse population, as well as all our sending districts as consultants- seventeen currently, to assure equity and feasibility of programming for all students.

### The Pandemic Response Team

The Pandemic Response Team consists of Administration, School Nurse, District School Nurse liaison, Security, Instructional Aide rotation and Administrative Assistant. This team created, implements and follows up and through with COVID 19 protocols according to the CDC and The Ocean County Board of Health. All **staff must pre-screen** themselves before reporting to work at the building by taking their temperature and noting same on the staff sign in sheet. This sheet also requires a daily attestation that staff members are asymptomatic and have not knowingly come into contact with possible COVID 19 cases and they have practiced and upheld social distancing and mask wearing. All staff must wear masks in the building when social distancing is not optimum, meaning approximately 6 feet of distance between another person. All **PPE** is available for staff and students. Education Academy logoed blue bandanas were purchased for both staff and students. Each student will be issued two and they are light weight, non-constricting, breathable through and washable. Face shields and Isolation gowns are also available for staff especially when performing CPI. All water fountains are now bottle filling stations only. Hands- free sanitizing stations are in each room and accessible in all common areas throughout the school building.

All staff with **pre-existing health conditions** and particularly those age **65 or older**, will be closely monitored as to their daily health and comfort level in the school working environment. Any additional modifications for these staff members will be documented and discussed with the school nurse, school counselor and Administration. Any additional consult will be had also with the Ocean County Department of Health for further recommendations and monitoring.

The Pandemic Response Team also will be **taking students and visitors temperatures** utilizing infrared no touch thermometers before entrance to the building is allowed. Clear signs are on the school doors to inform visitors of same, as well as the requirement for masks. **Arrival** to the school building by school bus or van or parent/guardian vehicle has been **re-configured** by security and the school nurse to assure as much **privacy** and **confidentiality** for the students that prove to have a COVID symptom and/or a temperature of 100.4 or higher upon confirmation screening on the bus. A **student screening tool**, (Parent COVID Checker See Appendix) filled out by each parent daily will be collected by the bus aide and handed into the school representative. **Seating charts** will be supplied to all transportation carriers to assist them with social distancing guidelines for such vehicles. Security will board the busses at arrival and dismissal times to assure that social distancing and the seating chart is being enforced. Any carrier who does not follow these guidelines consistently will be reported to the sending district by administration with a request for their assistance with remediation of any problems before any further transport activities. The Education Academy enjoys strong relationships with all our sending districts as our communication with them is consistent and often. Security and instructional aide rotation personnel will disembark one bus at a time and socially distance the children before entrance on the side of the building. Students will only be allowed to have their school bandanas or masks, school issued washable plastic water bottles, communication folders and their lunches and snacks in disposable bags.

Any symptomatic students upon screening will be escorted to the front door of the building as it has direct access to the nurse's office and the **isolation room** and is therefore the path of least contagion spreading. Any **overflow** of students testing as symptomatic will be accommodated in the multi-purpose room on the lower level of the school. The parent will be called by the

administrative assistant as well as the **Ocean County Board of Health notified**. The parent will be advised to bring the child to their physician, Urgent care right next door to the school building, or emergency services to be further evaluated as The Ocean County Board of Health plan indicates. Further, all surfaces in the isolation rooms will be deeply cleaned and sanitized upon the students departure from the building and assistance will begin with **contact tracing** for our community partner the DOH, utilizing a **screening tool** created in both English and Spanish and the members of the Pandemic Response team will work with the Board of Health to complete same, as well as follow any other guidance given for school-wide reporting of possible contagions (See Appendix). The students' sending districts case managers will also be notified of the students' absence and the follow-up.

The most recent **Emergency Preparedness Plan**, (See Appendix), will be put in place for any short term or long term closures due to COVID 19 or any other issue health related, or not, that the school needs to shut down quickly as ordered by The Governor's office, NJDOE, The Ocean County Department of Health and The CDC respectively. Continuity of Services will then become the focus and it will be served and provided remotely, virtually and teacher lead as per The Education Academy's EPP on file.

### **The Planning Team**

The first concern of the planning team was to address an overall concern of The Education Academy parents regarding the sending districts supplied transportation. Many questions came up and the planning team has not been able to receive definitive answers from our variety of sending districts due to their present issues being the difficulty of securing transportation at this time and the abilities of carriers to meet and enforce COVID 19 safety guidance, as well as the question of who is responsible to implement and enforce same. As of the writing of this plan, we have no definitive answers. Therefore, The Planning Team has decided with the support of administration and the Board of Directors to strongly recommend and urge The Education Academy parents and guardians to personally drive their children, or delegate a family member or friend to do so wherever and whenever possible, on their behalf. This will limit the number of vehicles and the number of children grouped together on one carrier or being

transported by a single carrier in close proximity whom it is unclear has followed The Education Academy protocols and/or the District's. If a delegate will be driving, we will need to know the name of this delegate and they will have to present proper identification to security upon arrival. This will continue to be recommended until clearer responsibility for the safety and health of the students on transportation is established by our community partners, our sending districts. We will continue to aid and support them in this endeavor to the best extent possible by enforcing the transport rules on the district carriers as noted previously.

The planning team helped frame the remaining areas that need to be addressed for The Education Academy's Reset and Restart plan in totality. These areas are **Policies and Protocols** creation and determining the optimum **Conditions for Learning** and **Continuity of Learning** for our particular school and its programs. This included creating a **master schedule**, (See Appendix), and individualized class schedules that now include set **cohort bathroom breaks** and **handwashing** in addition to the hygiene component that has been traditionally done in the mornings after arrival. The **school nurse** will demonstrate and **provide training** regarding proper handwashing, handling of sneezes and coughs and touching of property, surfaces and others. Each **cohort** will have their **own recess time** and utilize the Aide Rotation schedule for the **playground sanitation**, so the next cohort can have safe playground usage. Physical Education will be conducted outside to the maximum extent possible as well as individualized therapeutic services when and where feasible. Outside services includes but may not be limited to: Speech, Occupational Therapy, Counseling and ABA therapies.

The Planning committee also was charged with creating flexible and lenient **at home schedules**, providing for **Asynchronous Learning** for those students who for varied reasons may not return to the building at the initial opening or periodically throughout the school year. These students will have teacher led instruction via live stream and/or videotape and zoom meetings, peer to peer interactions to assist with social and emotional learning and all related services, via varied grade appropriate platforms and independent projects, as well as reading and life skills assigned and results recorded. As with our EPP plan, our parents and guardians of students working remotely will be continually contacted to make sure they have **sufficient access to technology** and accompanying



remote access, proper internet connections etc. At any time that access becomes limited The Education Academy will reach out to the sending district as we always have and work together to gain needed access as soon as possible.

Further, **all meetings** with districts, parents and guardians, stakeholders and community members will be **conducted remotely and virtually** until further notice to limit the number of visitors and therefore limiting virus exposure in the building. The planning committee was and is comprised of Administration, Head Teachers, Counselors, Behaviorist, Parents representative of our diverse population, grade levels and disabilities served, Cleaners and Security. The overall goal of all the above responsibilities was and is to provide for all staff and students the **optimum Conditions for Learning** which include: physical safety/health, social and emotional growth, environmental plans, (including utilizing building layouts to achieve optimum usage while providing optimum social distancing and the course of least person on person interactions following all prescribed guidelines, sanitation, deep cleaning and overall continuous disinfecting of the interior of the building as well as the grounds which include two playground areas and of course exterior doors.

### **Physical Safety/Health; Social/Emotional Growth; Environmental Plans**

All created and administration approved plans must have a **policy** in place to assure all expectations are clear cut to all stakeholders. (See Appendix) All responsibilities must be specific and assigned for maximum efficiency including **staff job descriptions** enhanced to reflect any and all job responsibilities. Further, staff will be required to attend mandatory trainings given by the school nurse and administration regarding COVID 19 indicators and required staff responses and interventions. Deep cleaning and Disinfecting protocols will also be discussed and practiced and the responsibilities of same delegated out with applicable schedules by the planning team. In order to assist with this mandate, the first day of school will be a staff **orientation** of sorts to this new normal of systematic scheduling, cleaning, deep cleaning and disinfecting. All staff will work remotely with the students on this same day for their orientation and tour the building with them virtually so they can see the new classroom configurations and view the signage throughout the building. The school nurse will also speak to the students

about the importance of hand-washing and mask wearing, especially when social distancing might not be possible.

Staff will work together as always to provide breaks throughout the school day for one another. Further, Administration, the school nurse and school counselor, as always will avail themselves to staff when they feel overwhelmed or have any concerns. The Education Academy has a generous sick and personal day leave policy which can be utilized for those staff that need it particularly at this time. All The Education Academy instructional aides are also certified substitutes so the continuity of learning will not be compromised due to a lead teacher or classroom aide absence. This is a school that works solely with special needs children with behaviors, the idea of strict scheduling and adhering to time constraints, (**Synchronous Learning**), is not new as these two areas are extremely important with providing educational services to special needs children and doing it successfully with the results intended. With that in mind, it is important that prior to school opening the parents and students will be able to view, via video, the new layout of classrooms and a walk-through the building complete with a focus on the **signs** throughout for social distancing. All water fountains are now **water bottle filling stations**. Portable plexiglass and **polycarbonate partitions** in the classrooms and therapy rooms will be used where necessary when proper social distancing is compromised. All students will be issued school supply boxes that will be wiped down daily. These supplies will be re-furbished where necessary to prevent sharing of same. Parents will also be receiving a detailed letter, (See Appendix), prior to opening with a copy of the **Parent COVID Checker** that will have to be signed daily (see Appendix) as well as the new restrictions that the Planning Team has implemented. These restrictions include the following changes: no backpacks, no cell phones or electronic devices and no items from home other than the School Communication Folder, plastic coated for easy wipe, the school water bottle, and lunch, snacks and drinks in disposable bags. Parents will be asked to review the new restrictions and to go over the importance of following all the safety measures put in place for their children as indicated in the letter. Parental support is necessary and it is also a parental responsibility to explain to their children that these very same expectations at school for safety, exist in the community and home they live in.

Part of our Behavior Modification plan involves a token economy system where the children earn reward points towards a privilege such as time with the Puppies With A Purpose Program- (our emotional support puppy therapy program) or towards a reward of their choice whose dollar value is broken down by points. The higher the dollar value the more time and effort and resulting points are needed. The consensus of the Planning team is to reward the students for essentially being thoughtful good citizens by following the social distancing rules and sticking to a more stringent schedule and all new directives, to help provide a safe environment for all members of The Education Academy family.

An addendum has also been written to The Education Academy **Visitor Policy**, (See Appendix), which always was based on your traditional School Open Door Policy. Now, all visitors must be announced-they must have an appointment, wear a mask, read and sign a **Visitor Survey and COVID Checker**, (See Appendix), agree to a temperature check and follow social distancing as explained in the survey. (Survey is available in Spanish-as is all Education Academy paperwork distributed to all our stakeholders, Community Members and families.)

The Education Academy HVAC has been inspected and serviced, as well as updated and will be utilized with the fan components consistently throughout all zones of the building, to provide the optimum circulation of pure air. The filter changing schedule has also been optimized to account for the additional usage. For additional information please refer to The Education Academy EPP Plan, (See Appendix).

An important aspect of this plan particularly with Special Needs Children is the consideration for the **environmental factors** that may have hindered not only students' academic progress but students' **social and emotional growth** during extended closure and any future short-term or extended closure. Isolation in the home environment and distancing from family, neighbors and friends is difficult for all human beings as accounted for previously in this plan for adult staff members. However, for those children with special needs it can be even more difficult. Whether it be a lack of processing or the inability to monitor frustration and anger during these closures, it can cause regression with students who have presented with behavioral issues when their previously structured world changes.

Our **curriculum** was **enhanced** utilizing a series of **social and emotional lessons for SEL** and videos and language arts materials from our community partners at ASCD and NAPSEC to aid our students with talking and writing about their feelings and sharing any difficulties they were experiencing at home and even more importantly, if they are still feeling them now back in the school building. The Education Academy staff was there engaging the families during the initial closure and presently, as of the writing of this plan, during The Extended School Year Program and this plan includes SEL intrinsically across each and every grade level. The success of our efforts of providing continuous counseling, school therapeutic services, including nursing, to both our students and their families which also included, but by no means was limited to, consistent and effective communication with our district partners and Crisis Prevention Services is further illustrated by the continuity in the roster for ESY 2020 and the 2020/2021 school year. With our parents and districts and community partners support, we were able to address every bump and even bigger humps to achieve success for all our students and families to the best extent possible. In addition, **Peer to Peer** groups via Zoom were held with students to allow for socialization and teachers got even closer to our parents and guardians with the daily communication and simply by providing them another trusted person just there to talk to.

### **Continuity of Learning**

The first day back to the building with the students will be joyful but it will also be a telling day. Teaching staff will be **assessing the students** continually over the first few weeks to determine how much if any regression has occurred academically. Therapeutic service providers will be doing same during their scheduled meetings to determine if more intensive therapies will be factored in over the next several weeks accompanied by practice sheets sent home. Counselors will be assessing the anxiety levels of the students and checking for potential social withdrawal signs which will be documented also to work with the families on, as well as the students in-home or out of home therapists. Copious notes, documentation and data have always been important, but the first few weeks back they will speak volumes. The Planning Team has also recommended that **special IEP meetings** be set up for all students to discuss any concerns the parents may be seeing after returning to school and having to adjust to this transition all over again. It will also be a good time to check on how the parent



feels their child is progressing academically and if they are happy with the program, or remediation program being offered upon return. Communication is key with all Parents, school and district personnel when it comes to young children. Parents need a forum of trust where they know their opinions will be heard and addressed or discussed to the parent's satisfaction wherever possible. At these special IEP meetings the students present teacher assessments will be presented and discussed. **Collaboration** and **Transparency** are best served when opportunities for communication are continually offered.

As with the EPP plan continuity of learning continues for both staff and students. PD in PJ's was a common theme as many staff, particularly our instructional aides, took advantage of the many **Professional Development** opportunities offered by our community partners. The students have been afforded flexible schedules to meet parents needs during closure and now will be back in a traditional schedule, but one that will still afford flexibility where needed to best serve the students' needs, as has always been done. As staff assessments are logged and reviewed and the teachers are learning along with the students about their new normal, an extra service here, an individual session as opposed to a group, there can be given. This is common place at The Education Academy which is why we excel at transitioning students back to the public setting with all the tools in their now completely sanitized toolbox ready for their next academic and social emotional adventure....

Respectfully Submitted

July 15, 2020

*Linda A. Phillips*

Executive Director

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*Please see attached Appendix*

*As noted within this document...*

## **Appendix**

- I. Covid-19 Mitigation Health Plan-Addendum to Student and Staff Health Policy**
- II. COVID Policy: Parent Daily COVID Checker Tool -English and Spanish**
- III. School Operations and Maintenance Policy Addendum-#3510**
- IV. Health Examinations and Immunizations Policy Addendum-#5141.3**
- V. Visitor Policy Update Inclusive of Visitor Entrance Survey-#1250**
- VI. Illness Policy Update inclusive of Contact Tracing-5141.2**
- VII. Attendance Reporting Update-For State Mandated Closures**
- VIII. Education Academy Board Resolution for Remote/Virtual Learning/SEL**
- IX. Education Academy Emergency Preparedness Plan**
- X. Education Academy Equity and Justice in Education Board Resolution**
- XI. Education Academy Master Schedule inclusive of Cohort Bathroom Breaks and Handwashing Breaks**
- XII. Addendum to Staff Job Descriptions to include-Cleaning and Disinfecting Responsibilities for assigned working and common areas, particularly during a State Health Emergency**

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## **The Education Academy preK-8 COVID-19 Mitigation Health Plan**

Per an order from the Governor's Office in the State of New Jersey each private school and public school must develop a plan for implementing COVID-19 mitigation strategies before reopening in accordance with the *Road Back Restart and Recovery For Education*. Plans must be submitted to the New Jersey Department of Education and the school's local Board of Health.

### *Eligibility:*

The public health order applies to any private or public school operating in the state of New Jersey.

### **Guiding Principles**

The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of COVID-19 spread increases in school settings as follows:

- **Lowest Risk:** Students and teachers engage in virtual-only classes, activities, and events.
- **More Risk:** Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).
- **Highest Risk:** Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.
- Strategies that have assisted successful planning have centered around promoting behaviors that reduce the spread of COVID-19, maintaining healthy environments and operations and, preparing for and acting when someone gets sick and/or presents with symptoms.

### **1) Plan to reopen**

- a. A COVID-19 Response and Planning team was created with administrators, teachers, aides, nurse, security and a diverse group of parents.
- b. Disseminate the contact information and procedures for reaching the local health department.
- c. Plan created for health and absenteeism monitoring approaches utilizing a multi-faceted model that allows for flexibility and leniency and accounts for the students' social and emotional learning styles.

- d. A communications strategy was developed that includes:
  - i. Orientation and training for staff and students specific to new COVID-19 mitigation strategies;
  - ii. Plan for communication with staff, parents, and students of new policies utilizing a multi-faceted approach including Post, E-mail, Videos and Website updates
  - iii. Plan for how to communicate an outbreak or positive cases detected at the school that indicates the Ocean Board of Health, CDC, as well as the NJ Department of Education.
- e. Provision of PPE for health services staff
- f. Assure and maintain typical (non-COVID-19) health services including the provision of mental health services for all stakeholders-students and their family members and school staff,

## **2) Promoting Behaviors That Reduce Spread of COVID-19**

- a. An education/training plan for staff, students and families was created that focuses on COVID-19 prevention education (hand washing, staying home if ill, etc.). This education is part of staff and student orientations and will be sent to all parties including sending district representatives before reopening school.
  - i. Hand hygiene and respiratory etiquette,
  - ii. Use of cloth face coverings,
  - iii. Staying home when sick,
  - iv. Encouraging physical distancing.
- b. Maintain adequate supplies to promote healthy hygiene.
- c. Provide signs and messaging to promote healthy hygiene.
- d. Promote physical distancing
  - i. Modify layouts of classrooms, communal areas and buses to ensure social distancing is maintained.
  - ii. Develop strategies classroom lunch times that are consistent with plans to optimize physical distancing.
  - iii. Limit size of gatherings consistent with Executive Orders and impose strict physical distancing during gatherings.
  - iv. Follow relevant Governor's Office Guidance for Schools and CDC guidance for recreational sports for school-related sports and other recreational activities.

## **3) Maintaining Healthy Environments**

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- a. Plan for daily health screening questions of staff and students including temperature taking.
  - b. Hygiene Practices:
    - i. Created cleaning and disinfection protocols that include frequently touched surfaces; schedules for increased cleaning, routine cleaning, and disinfection; ensuring adequate cleaning supplies and correct use/storage.
    - ii. Provide additional hand sanitizer/handwashing stations.

- iii. Ensure adequate supplies to minimize sharing to the extent possible (e.g. dedicated student supplies, lab equipment, computers, etc).
- c. Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible.
- d. Ensure that water systems and features are safe to use after a prolonged facility shutdown.

#### **4) Maintaining Healthy Operations**

- a. Implemented protections for staff and children at higher risk for severe illness from COVID-19 created through team approach of stakeholders including school nurse, security and staff.
- b. Aligned plans for gatherings, field trips and volunteer restrictions consistent with any Executive Order in place.
- c. Implemented and continued with sick leave policies and practices that enable faculty, staff and students to stay home or self-isolate when they are sick or have been exposed.
- d. Trained back-up staff including substitutes to ensure continuity of operations.

#### **5) Protecting vulnerable individuals (e.g. 65+, underlying health conditions):**

- a. Created policy options to support those at higher risk for severe illness to limit their exposure risk (e.g. telework, modified job duties, virtual learning opportunities).
- b. Implemented and continued with flexible sick leave policies and practices that enable faculty, staff and students to stay home or self-isolate when they are sick or have been exposed.

#### **6) Preparing for When Someone Gets Sick**

- a. Separate and isolate those who present with symptoms.
- b. Facilitate safe transportation of those who are sick to home or healthcare facility.
- c. Implement cleansing and disinfection procedures of areas used by sick individuals.
- d. Follow a communications plan from the Ocean County Health department to initiate a public health investigation, contact tracing and consultation on next steps.

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July 15, 2020

Dear Parents and Guardians,

It is hard to believe we are completing the second week of the Extended School Year Program. On behalf of the entire staff, we thank you for your continued support and look forward to being back together in our beautiful school building for the Fall.

The Education Academy in compliance with the New Jersey Governor's office and the New Jersey Department of Education, The Ocean County Department of Health and the CDC has made plans to open the school building in September. The students' first day of school, Wednesday September 9, 2020, will now follow the Staff Orientation on Tuesday. An updated school calendar is included with this letter for your reference. Prior to opening, we will provide our parents and guardians access to a video of the inside of the school building with a couple of sample classrooms to illustrate the new configurations throughout the entire building, necessary to allow for social distancing, and a focus on the signage that is posted inside and outside of the facility. No Visitors will be allowed to the building without an appointment and all meetings, including IEP meetings with all our sending districts, will be done virtually and remotely until further notice to eliminate unnecessary population in the building and help to stop any spread of contagion within our building. All approved visitors will require masks and must submit to a temperature check to assure safety and health to the best extent possible.

All students will be issued two Blue Education Academy bandanas that are lightweight, breathable and washable. We recommend you keep one of these bandanas home and handwash with soap and water the other upon return from



school. Students will be required to wear masks when social distancing is compromised such as walking in the hallways to use the restroom. Restroom breaks and frequent handwashing breaks will be part of your child's regular schedule. We ask that you assist your child with understanding the importance of mask wearing at this time particularly when asked by staff in school to do so, as well as the importance of proper handwashing.

The following school policies have been amended to assist with meeting current state health requirements and procedures:

- No Backpacks
- No Cell Phones or Electronic Devices
- No heat-up lunches
- All lunches, snacks, and drinks must be provided in a disposable bag
- No items from home brought into the building except the following:  
School Blue Communication Folder, Disposable Lunch Bag and school provided Water Bottle and Bandana

Any additional mandates or requirements will be passed along as soon as we are informed. Finally, as you all know The Education Academy does not provide the transportation for your children to and from school. However, we will do all we can to assure that proper social distancing through seating charts is followed as well as enforce mask wearing by all on the bus. We will also work to see that the transportation vehicles have proper ventilation where possible, without compromising safety. With all this, it is suggested and supported by The Education Academy team that wherever possible the parent/guardian or their delegate personally drive students to school. The Education Academy wants nothing more than to help assure parents and guardians peace of mind. Stay well my beautiful Education Academy Families. We all will continue to be proud to work and stand together as we always have for the students and their families' best interests.

Respectfully,

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*Linda A. Phillips*

Executive Director

Enc: school calendar 2020/2021

# GUIDANCE FOR CLEANING & DISINFECTING



## PUBLIC SPACES, WORKPLACES, BUSINESSES, SCHOOLS, AND HOMES

### 1 DEVELOP YOUR PLAN

#### **DETERMINE WHAT NEEDS TO BE CLEANED.**

Areas unoccupied for 7 or more days need only routine cleaning. Maintain existing cleaning practices for outdoor areas.

#### **DETERMINE HOW AREAS WILL BE DISINFECTED.**

Consider the type of surface and how often the surface is touched. Prioritize disinfecting frequently touched surfaces.

#### **CONSIDER THE RESOURCES AND EQUIPMENT NEEDED.**

Keep in mind the availability of cleaning products and personal protective equipment (PPE) appropriate for cleaners and disinfectants.

Follow guidance from state, tribal, local, and territorial authorities.

### 2 IMPLEMENT

#### **CLEAN VISIBLY DIRTY SURFACES WITH SOAP AND WATER** prior to disinfection.

**USE THE APPROPRIATE CLEANING OR DISINFECTANT PRODUCT.** Use an EPA-approved disinfectant against COVID-19, and read the label to make sure it meets your needs.

**ALWAYS FOLLOW THE DIRECTIONS ON THE LABEL.** The label will include safety information and application instructions. Keep disinfectants out of the reach of children.

### 3 MAINTAIN AND REVISE

#### **CONTINUE ROUTINE CLEANING AND DISINFECTION.**

Continue or revise your plan based upon appropriate disinfectant and PPE availability. Dirty surfaces should be cleaned with soap and water prior to disinfection. Routinely disinfect frequently touched surfaces at least daily.

**MAINTAIN SAFE PRACTICES** such as frequent handwashing, using cloth face coverings, and staying home if you are sick.

**CONTINUE PRACTICES THAT REDUCE THE POTENTIAL FOR EXPOSURE.** Maintain social distancing, staying six feet away from others. Reduce sharing of common spaces and frequently touched objects.

For more information, please visit **CORONAVIRUS.GOV**



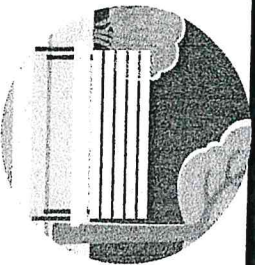
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# MAKING YOUR PLAN TO CLEAN AND DISINFECT

Cleaning with soap and water removes germs, dirt, and impurities from surfaces. It lowers the risk of spreading infection.

Disinfecting kills germs on surfaces. By killing germs on a surface after cleaning, it can further lower the risk of spreading infection.



Is the area indoors?

**YES**

It is an indoor area.

**NO**

**Maintain existing cleaning practices.**

Coronaviruses naturally die in hours to days in typical indoor and outdoor environments. Viruses are killed more quickly by warmer temperatures and sunlight.

Has the area been occupied within the last 7 days?

**YES**

Yes, the area has been occupied within the last 7 days.

**NO**

The area has been unoccupied within the last 7 days.

The area will need only routine cleaning.

Is it a frequently touched surface or object?

**YES**

Yes, it is a frequently touched surface or object.

**NO**

**Thoroughly clean these materials.**

Consider setting a schedule for routine cleaning and disinfection, as appropriate.

What type of material is the surface or object?

**Hard and non-porous materials like glass, metal, or plastic.**

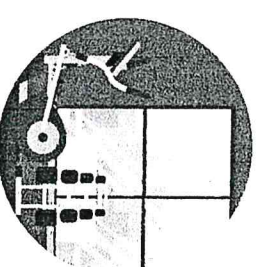
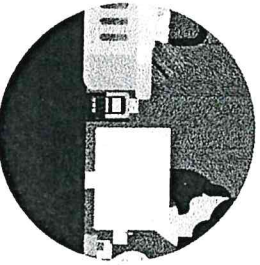
**Visibly dirty surfaces should be cleaned prior to disinfection.**

Consult EPA's list of disinfectants for use against COVID-19, specifically for use on hard, non-porous surfaces and for your specific application need. More frequent cleaning and disinfection is necessary to reduce exposure.

**Soft and porous materials like carpet, rugs, or material in seating areas.**

**Thoroughly clean or launder materials.**

Consider removing soft and porous materials in high traffic areas. Disinfect materials if appropriate products are available.



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From: Linda Phillips lphillips1105@gmail.com

Date: Jul 4, 2020 at 9:34:31 AM

To: Linda Phillips lphillips1105@gmail.com

## 6 Steps for Safe & Effective Disinfectant Use



### Step 1: Check that your product is EPA-approved

Find the EPA registration number on the product. Then, check to see if it is on EPA's list of approved disinfectants at [epa.gov/1stn](https://www.epa.gov/1stn)



### Step 2: Read the directions

Follow the product's directions. Check "use sites" and "surface types" to see where you can use the product. Read the "precautionary statements."

### Step 3: Pre-clean the surface

Make sure to wash the surface with soap and water if the directions mention pre-cleaning or if the surface is visibly dirty.



### Step 4: Follow the contact time

You can find the contact time in the directions. The surface should remain wet the whole time to ensure the product is effective.

### Step 5: Wear gloves and wash your hands

For disposable gloves, discard them after each cleaning. For reusable gloves, dedicate a pair to disinfecting COVID-19. Wash your hands after removing the gloves.



### Step 6: Lock it up

Keep lids tightly closed and store out of reach of children.

[coronavirus.gov](https://www.coronavirus.gov)



## **Cleaning Responsibilities**

### **TOP FLOOR**

Clean & mop kitchen  
Vacuum & Lysol all classrooms, hallways, and offices  
Dust and wipe areas and hallways as needed  
Empty all trash cans, recyclables, and shredders  
Close and lock all windows and doors  
Clean & mop all bathrooms  
Clean water fountains  
Clean, vacuum, and mop Teacher Only work area. (Tues & Thurs. only)  
Wipe and clean fridge on Fridays

### **MIDDLE FLOOR**

Vacuum, mop, and Lysol all classrooms, hallways, and offices  
Dust and wipe areas and hallways as needed  
Empty all trash cans, recyclables, and shredders  
Close and lock all windows and doors  
Clean & mop all bathrooms  
Clean water fountains  
Sweep and mop nurse's office and foyers  
Wipe and clean fridge on Fridays

### **BOTTOM FLOOR**

Vacuum & Lysol classroom, hallway, offices, and multipurpose room  
Vacuum both stairways (all three floors)  
Dust, wipe, all stairways, hallways, and doors  
Empty all trash cans, recyclables, and shredders  
Close and lock all windows and doors  
Clean & mop all bathrooms  
Clean water fountains  
Sweep, disinfect, and mop elevator  
Fill and stock all areas needing supplies  
Take recyclables cans to curb and bring cans back  
Sweep outside areas around front door (when needed)  
Pick up paper/trash around playground/basketball court (when needed)





# The Education Academy

## Coronavirus Symptom Checklist

<b>Should I keep my child home?</b>		
1. Does your child have any of the below symptoms?		
• Fever > 100.4 or higher	<b>Yes</b>	<b>No</b>
○ If you answered <b>YES</b> , keep your child home until they have been fever free without the use of medications for 24 hours and contact your physician as necessary		
<b>Does your child have fever with any of the below?</b>		
• Does your child have Cough or Shortness of Breath?	<b>Yes</b>	<b>No</b>
• Other symptoms such as muscle ache, fatigue, headache, sore throat, runny nose, diarrhea, drowsiness or loss of appetite.	<b>Yes</b>	<b>No</b>
• Have you traveled internationally in the last 14 days?	<b>Yes</b>	<b>No</b>
• Have you had close contact (6 feet or less) with a person who has had a cough and/or fever and has travelled internationally in the last 14 days?	<b>Yes</b>	<b>No</b>
• Have you been in contact with someone with a confirmed or presumed case of COVID-19?	<b>Yes</b>	<b>No</b>
○ If <b>YES</b> , Keep your child home from school and contact your physician		

## The Education Academy

### Lista de verificación de síntomas de Coronavirus

<b>¿Debo mantener a mi hijo en casa?</b>		
1. ¿Su hijo tiene alguno de los siguientes síntomas?		
<ul style="list-style-type: none"> <li>• Fiebre &gt; 100.4 o superior</li> </ul>	<b>Sí</b>	<b>No</b>
<ul style="list-style-type: none"> <li>○ Si usted respondió <b>SI</b>, mantenga a su hijo en casa hasta que haya estado libre de fiebre sin el uso de medicamentos durante 24 horas y comuníquese con su médico según sea necesario</li> </ul>		
<b>¿Su hijo tiene fiebre con cualquiera de los siguientes?</b>		
<ul style="list-style-type: none"> <li>• ¿Su hijo tiene tos o dificultad para respirar?</li> </ul>	<b>Sí</b>	<b>No</b>
<ul style="list-style-type: none"> <li>• Otros síntomas como dolor muscular, fatiga, dolor de cabeza, dolor nariz, diarrea, somnolencia o pérdida de apetito.</li> </ul>	<b>Sí</b>	<b>No</b>
<ul style="list-style-type: none"> <li>• ¿Has viajado internacionalmente en los últimos 14 días?</li> </ul>	<b>Sí</b>	<b>No</b>
<ul style="list-style-type: none"> <li>• ¿Ha tenido contacto cercano (6 pies o menos) con una persona que ha tenido tos y/o fiebre y ha viajado internacionalmente en los últimos 14 días?</li> </ul>	<b>Sí</b>	<b>No</b>
<ul style="list-style-type: none"> <li>• ¿Ha estado en contacto con alguien con un caso confirmado o presunto de COVID-19?</li> </ul>	<b>Sí</b>	<b>No</b>
<ul style="list-style-type: none"> <li>○ En caso <b>afirmativo</b>, mantenga a su hijo en casa de la escuela y comuníquese con su médico</li> </ul>		

<u>X</u>	Monitored
<u>X</u>	Mandated
<u>X</u>	Other Reasons

\*Policy                      The Education Academy

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

#### OPERATION AND MAINTENANCE OF PLANT

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

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

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

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

#### Ventilation Systems

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

#### Facilities Cleaning Procedures to Reduce the Spread of Contagion

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

- A. Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops). Examples of frequently touched areas in schools:
1. Classroom desks and chairs;
  2. Door handles and push plates;
  3. Handrails;
  4. Kitchens and bathrooms;
  5. Light switches;
  6. Handles on equipment (e.g. athletic equipment);
  7. Buttons on vending machines and elevators;
  8. Shared telephones;
  9. Shared desktops;
  10. Shared computer keyboards and mice;
  11. Drinking fountains;
  12. School bus seats and windows; and



13. Playground equipment.

- B. Using all cleaning products in accordance with directions on the label. For disinfection most common EPA-registered household disinfectants should be effective. Whenever possible the list of products that are EPA-approved for use against the virus that causes COVID-19 (available on the EPA's website) shall be used. The manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.) shall be used.
  - C. Sanitizing bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA). Additional considerations regarding bathrooms include:
    - 1. Limiting the number of students who can enter at one in order to avoid crowds;
    - 2. Designating staff members to enforce limited capacity and avoid overcrowding;
    - 3. Installing no-touch foot pedal trash cans, if possible;
    - 4. Propping doors open to avoid touching handles; and
    - 5. Including appropriate signage about the benefits of handwashing.
  - D. Cleaning and sanitizing drinking fountains and encouraging staff and students to bring their own water to minimize the use and touching of water fountains;
  - E. Making hand sanitizer available at the school bus entrance for each student to use when boarding. Similarly, students must be required to wear face coverings while riding on the bus if social distancing or physical barriers cannot be maintained;
  - F. Maintaining hand-sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol):
    - 1. In each classroom (for staff and older children who can safely use hand sanitizer);
    - 2. At entrances and exits of buildings;
    - 3. Near lunchrooms and toilets.
  - G. Supervising children ages 5 and younger when using hand sanitizer;
  - H. For classrooms with existing handwashing facilities, preparing stations with soap, water and alcohol-based hand sanitizers (at least 60% alcohol);
  - I. Reminding bus drivers to take certain personal hygiene actions (e.g., frequent hand washing) and affording them the opportunity to do so (such as having sufficient time between routes);
  - J. Cleaning and sanitizing district vehicles including seats, rails and any highly touched surfaces before each run.
  - K. Requiring contracted transportation providers to clean and sanitize seats, rails and highly touched surfaces touched before each run. The district shall collaborate with the contracted service provider to develop these procedures and ensure that they are consistently followed; a checklist may be developed to ensure compliance. The contracted service provider shall collaborate with the district in establishing cleaning/sanitation protocols that are consistent with social distancing practices. The contracted service provider shall ensure that employees are fully trained in the implementation of the established protocols:
- 
- 1. All personnel responsible for cleaning school buses shall document the cleaning/sanitizing measures taken. Personnel are required to:
    - a. Demonstrate an understanding of the established protocols that must be taken to properly clean and sanitize the bus; and
    - b. Provide a certification that, before the route commenced, the required was process completed as required.

2. The procedures will identify sanitizing agents that may be used and will be limited to products included on the U.S. Environmental Protection Agency's list of products that have shown to be effective against COVID-19.
  3. These procedures will likely include two stages: cleaning, which removes dirt and germs from surfaces, and disinfecting, which kills germs on surfaces that remain after cleaning.
- L. Routinely cleaning and disinfecting furniture, recognizing the varying materials used in furniture in each school building;
  - M. Providing EPA-registered disposable wipes to teachers and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use;
  - N. On a regular basis, ordering and stocking adequate supplies to support cleaning and disinfection practices.
  - O. Ensuring that cleaning and disinfection supplies are used and stored correctly and safely. This includes storing products securely away from children, while ensuring appropriate ventilation so students and staff are not exposed to toxins or fumes.
  - P. Placing physical barriers, such as plastic flexible screens, in classrooms, school buses, restrooms and other areas where social distancing cannot be maintained.
  - Q. Cleaning and disinfecting a school building after a person has been identified as COVID-19 positive:

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

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

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

#### Safe Drinking Water

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

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

Within 24-hours after the board has reviewed and verified the final laboratory results of the sampling, the



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

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

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

## The Education Academy

Adopted:  
NJSBA Review/Update:  
Readopted:

### Key Words

Operation and Maintenance of Plant, Buildings and Grounds, Maintenance

<b><u>Legal References:</u></b>	<u>N.J.S.A. 10:5-1 et seq.</u>	Law Against Discrimination
	<u>N.J.S.A. 13:1F-19</u>	
	<u>N.J.S.A. 18A:22-8</u>	Contents of budget; format
	<u>N.J.S.A. 34:5A-1 et seq.</u>	<u>Worker and Community Right to Know Act</u>
	<u>N.J.S.A. 34:6A-25 et seq.</u>	<u>New Jersey Public Employees Occupational Safety and Health Act</u>
	<u>N.J.S.A. 34:11-56a et seq.</u>	<u>New Jersey Wage and Hour Law</u>
	<u>N.J.S.A. 58:12A-1 et seq.</u>	<u>Safe Drinking Water Act</u>
	<u>N.J.A.C. 5:23-1 et seq.</u>	The uniform construction code
	<u>N.J.A.C. 6A:23A-1 et seq.</u>	Fiscal accountability, efficiency and budgeting procedures
	See Particularly:	
	<u>N.J.A.C. 6A:23A-6.9</u>	Facilities maintenance and repair schedule and accounting
	<u>N.J.A.C. 6A:26-12.1 et seq.</u>	Operation and Maintenance of Facilities
	See particularly:	
	<u>N.J.A.C. 6A:26-12.2(a)1, 2</u>	
	<u>N.J.A.C. 6A:26-12.4</u>	Safe drinking water
	<u>N.J.A.C. 6A:30-1.1 et seq.</u>	Evaluation of the Performance of School Districts
	<u>N.J.A.C. 7:10-1 et seq.</u>	Safe Drinking Water Act
	<u>N.J.A.C. 7:30-13.1 et seq.</u>	Integrated Pest Management

20 U.S.C.A. 4071 et. seq.      Equal Access Act

29 U.S.C.A. 201 et seq.      Fair Labor Standards Act

42 U.S.C.A. 12101 et seq.      Americans with Disabilities Act (ADA)

International Building Code 2015, New Jersey Edition; First Printing: September 2015;  
ISBN: 978-1-60983-156-1; Copyright 2015, International Code Council, Inc.

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

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

CDC Guidance: *Coronavirus Disease 2019 (COVID-19) Considerations for Schools* at:  
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

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

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

**Possible**

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

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



## NJSBA POLICY SERVICES

FILE CODE: 5141.3

X Monitored

X Mandated

X Other Reasons

**\*Policy**                      **The Education Academy**

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

### HEALTH EXAMINATIONS AND IMMUNIZATIONS

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

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

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

NOTE: THIS IS PERMISSIVE, NOT REQUIRED.

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

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

### Pandemic Reopening and Recovery

#### **A. Screening and Personal Protective Equipment (PPE)**

1. Adequate amount of personal protective equipment (PPE) shall be available, accessible, and provided for use by staff and students.
2. School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
3. Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health.
4. Staff and students shall be screened for entry into the school building;
5. The principal or his or her designee shall develop a school entry plan that includes:
  - a. Staff assigned to do the screening;
  - b. Designated entrances that will be used to admit students;
  - c. The assignment of classes and grades to designated entrances and/or designated entrance

HEALTH EXAMINATIONS AND IMMUNIZATIONS (continued)

times;

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

B. Procedures for symptomatic staff and students:

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

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

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

D. Protocols to address a positive case:

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

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



HEALTH EXAMINATIONS AND IMMUNIZATIONS (continued)Parent/Guardian Notice

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

- A. Required as a condition of attendance;
- B. Administered by the school and scheduled by the school in advance; and
- C. Not necessary to protect the immediate health and safety of the student, or of other students.

Adopted:

NJSBA Review/Update:

Readopted:

Key Words

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

**Legal References:** N.J.S.A. 18A:35-4.6  
through -4.8  
N.J.S.A. 18A:40-4  
N.J.S.A. 18A:40-4.3  
N.J.S.A. 18A:40-4.4  
N.J.S.A. 18A:40-4.5  
N.J.S.A. 18A:40-5  
N.J.S.A. 18A:40-6  
N.J.S.A. 18A:40-11  
N.J.S.A. 18A:40-16  
through -19  
N.J.S.A. 18A:40-20  
N.J.S.A. 18A:61D-8  
through -10  
N.J.S.A. 26:1A-9.1  
N.J.S.A. 26:4-6  
N.J.S.A. 26:2T-5  
through -9  
N.J.A.C. 6A:14-3.4  
N.J.A.C. 6A:16-1.1 et seq.  
See particularly:  
N.J.A.C. 6A:16-1.3,  
-2.1, -2.2, -2.3, -2.4,  
-4.1, -4.3  
N.J.A.C. 6A:32-9.1  
N.J.A.C. 8:57-2  
N.J.A.C. 8:57-4.1  
N.J.A.C. 8:57-4.2  
N.J.A.C. 8:57-4.3

Parents Right to Conscience Act of 1979

Examination for physical defects and screening of hearing of pupils; health records

Scoliosis; periodic examination; notice to parents or guardian

Exemption

Immunity from action of any kind due to provisions of act

Method of examination; notice to parent or guardian

In general

Exclusion of pupils having communicable tuberculosis

Tuberculosis infection; determination of presence ...

Immunization at public expense

Findings, declarations relative to Hepatitis B vaccinations....

Exemption of pupils from mandatory immunizations

Prohibiting attendance of teachers or pupils

Findings, declarations relative to Hepatitis C

Evaluation

Programs to Support Student Development

Athletics Procedures

Reporting of acquired immunodeficiency syndrome and infection with Human Immunodeficiency Virus

Applicability

Proof of immunization

Medical exemptions

HEALTH EXAMINATIONS AND IMMUNIZATIONS (continued)

<u>N.J.A.C.</u> 8:57-4.4	Religious exemptions
<u>N.J.A.C.</u> 8:57-4.5	Provisional admission
<u>N.J.A.C.</u> 8:57-4.6	Documents accepted as evidence of immunization
<u>N.J.A.C.</u> 8:57-4.7	Records required
<u>N.J.A.C.</u> 8:57-4.8	Reports to be sent to the State Department of Health
<u>N.J.A.C.</u> 8:57-4.9	Records available for inspection
<u>N.J.A.C.</u> 8:57-4.10	Diphtheria and tetanus toxoids and pertussis vaccine
<u>N.J.A.C.</u> 8:57-4.11	Poliovirus vaccine
<u>N.J.A.C.</u> 8:57-4.12	Measles virus vaccine
<u>N.J.A.C.</u> 8:57-4.13	Rubella vaccine
<u>N.J.A.C.</u> 8:57-4.14	Mumps vaccine
<u>N.J.A.C.</u> 8:57-4.15	Haemophilus influenza type b (Hib) conjugate vaccine
<u>N.J.A.C.</u> 8:57-4.16	Hepatitis B virus vaccine
<u>N.J.A.C.</u> 8:57-4.17	Varicella virus vaccine
<u>N.J.A.C.</u> 8:57-4.18	Pneumococcal conjugate vaccine
<u>N.J.A.C.</u> 8:57-4.19	Influenza vaccine
<u>N.J.A.C.</u> 8:57-4.20	Meningococcal vaccine
<u>N.J.A.C.</u> 8:57-4.21	Providing immunization
<u>N.J.A.C.</u> 8:57-4.22	Emergency power of the Commissioner, Department of Health and Senior
<u>N.J.A.C.</u> 8:61-2.1	Attendance at school by students or adults infected by Human Immuno-deficiency Virus (HIV)

20 U.S.C.A. 1232h Protection of Pupil Rights Amendment

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

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

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

**Possible**

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

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

## NJSBA POLICY SERVICES

FILE CODE: 1250

☐ Monitored

☐ Mandated

☒ Other Reasons

\*Policy

The Education Academy

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

### VISITORS

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

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

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

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

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

- A. The school's main entrance is clearly marked so that it is easily visible and recognizable;
- B. Exterior doors are locked, and when they are in use for a large entry/exit, staff members, security personnel, law enforcement officers or other representatives of the district are assigned to monitor them;
- C. Entrances are clearly marked with a numerical sequence to allow for specific response by police, fire, and emergency medical services responders;
- D. A limited number of doors are available for access by staff and the staff members shall be informed of which doors they are authorized to use;
- E. Security personnel working in the school building are dressed in uniform.

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

No one may visit the school during school hours for the purpose of recommending or exhibiting books, maps, etc., to staff. No person shall be allowed to deliver any address or lecture on any subject unless authorized by the chief school administrator or designee.

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



VISITORS (continued)Visitor Procedures for Contagion Prevention    The Education Academy

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

Adopted:

NJSBA Review/Update:

Readopted:

Key Words

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

Legal References:

<u>N.J.S.A.</u> 2C:18-3	Unlicensed entry of Structures, defiant trespasser; peering into dwelling places; defenses
<u>N.J.S.A.</u> 2C:33-2	Disorderly conduct
<u>N.J.S.A.</u> 18A:7G-5.2	Public school facilities, certain, security measures required
<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
<u>N.J.S.A.</u> 18A:20-20	Control and Regulation of Playgrounds
<u>N.J.S.A.</u> 18A:40-12	Closing Schools During Epidemic
<u>N.J.S.A.</u> 18A:54-20	Powers of board (county vocational schools)
<u>N.J.S.A.</u> 26:3D-55 et seq.	<u>New Jersey Smoke-Free Air Act</u>
McCann v. Bd. of Educ. of South Plainfield, (EDU8243-04, Comm'r, Nov. 5, 2005)	
L.A. v. Port Republic Bd. of Educ., (EDU4308-05, Comm'r Feb. 22, 2007)	

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

PossibleCross References:

*1220	<u>Ad hoc</u> advisory committees
*3327	Relations with vendors
*3515	Smoking prohibition
*4131/4131.1	Staff development; inservice education/visitations/conferences
*4231/4231.1	Staff development; inservice education/visitations/conferences
*5020	Role of parents/guardians
*5124	Reporting to parents/guardians
*5125	Pupil records
*5131.1	Harassment, intimidation and bullying
*5142	Pupil safety
*5145.11	Questioning and apprehension
*6144	Controversial issues
*9010	Role of the member

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

## The Education Academy Visitor Entrance to School Building Questionnaire

During times of potential health risk or modified access, staff should pose the following questions to determine if a visitor should come into the office or work area:

If the individual responds NO to all questions in the following table, he/she may enter.

If the individual responds YES to any questions in the following table, he/she may not enter. Recommend the individual stays home until well. Offer a Zoom meeting with the School Nurse or the staff member the individual wanted to visit. Schedule the appointment for another time.

**Do you have or have you had any of the following symptoms NOW or in the PAST 14 DAYS?**

Symptom	No	Yes
Temperature of 100.4°F or greater sustained for several hours or days	<input type="checkbox"/>	<input type="checkbox"/>
Sustained temperature of 100.4°F or lower with additional symptoms below	<input type="checkbox"/>	<input type="checkbox"/>
Cough (new issue; more than just occasional or asthma related)	<input type="checkbox"/>	<input type="checkbox"/>
Shortness of breath (new issue, not a diagnosed medical issue)	<input type="checkbox"/>	<input type="checkbox"/>
Not feeling well; shaking/chills; feeling feverish	<input type="checkbox"/>	<input type="checkbox"/>
Headache (not just occasional; if accompanied with other symptoms no entry should be considered)	<input type="checkbox"/>	<input type="checkbox"/>
Muscle pain all over body (new issue, not a diagnosed medical issue)	<input type="checkbox"/>	<input type="checkbox"/>
Sore throat	<input type="checkbox"/>	<input type="checkbox"/>
Vomiting today or within the last three days	<input type="checkbox"/>	<input type="checkbox"/>
Diarrhea today or within the last three days (new issue, not a diagnosed medical issue)	<input type="checkbox"/>	<input type="checkbox"/>
Close contact with someone who has tested positive for COVID-19 or the flu in the last 14 days OR suspected positive but not tested	<input type="checkbox"/>	<input type="checkbox"/>

**REMINDERS for visitors. Please share during both the initial scheduling call and the check-in when the visitor calls upon arrival. Discuss social distancing and the need for wearing a mask throughout the building.**

1. You are required to wear a face mask at all times while in the building and or offices.
2. Please use hand sanitizer before arriving and after leaving this office.

## The Education Academy-Cuestionario de Entrada a Edificios de Oficinas

Durante los momentos de riesgo potencial para la salud o acceso modificado, el personal debe plantear las siguientes preguntas para determinar si un visitante debe entrar en la oficina o área de trabajo:

Si el individuo responde NO a todas las preguntas de la siguiente tabla, puede introducirla.

Si la persona responde SI a cualquier pregunta en la siguiente tabla, no podrá entrar.

Recomendar a la persona que se queda en casa hasta que esté bien. Ofrezca una reunión de Zoom con la Enfermera de la Escuela o el miembro del personal que la persona quería visitar. Programe la cita para otro momento.

**¿Tiene o ha tenido alguno de los siguientes síntomas AHORA o en los últimos 14 días??**

Síntoma	No	Sí
Temperatura de 100.4°F o superior sostenida durante varias horas o días	<input type="checkbox"/>	<input type="checkbox"/>
Temperatura sostenida de 100.4°F o inferior con síntomas adicionales por debajo	<input type="checkbox"/>	<input type="checkbox"/>
Tos (nuevo problema; más que solo ocasional o relacionado con el asma)	<input type="checkbox"/>	<input type="checkbox"/>
Dificultad para respirar (nuevo problema, no un problema médico diagnosticado)	<input type="checkbox"/>	<input type="checkbox"/>
No sentirse bien; temblores/escalofríos; sensación febril	<input type="checkbox"/>	<input type="checkbox"/>
Dolor de cabeza (no sólo ocasional; si se acompaña con otros síntomas no se debe considerar ninguna entrada)	<input type="checkbox"/>	<input type="checkbox"/>
Dolor muscular en todo el cuerpo (nuevo problema, no un problema médico diagnosticado)	<input type="checkbox"/>	<input type="checkbox"/>
Dolor de garganta	<input type="checkbox"/>	<input type="checkbox"/>
Vómitos hoy o en los últimos tres días	<input type="checkbox"/>	<input type="checkbox"/>
Diarrea hoy o dentro de los últimos tres días (nuevo problema, no un problema médico diagnosticado)	<input type="checkbox"/>	<input type="checkbox"/>
Contacto cercano con alguien que ha dado positivo para COVID-19 o la gripe en los últimos 14 días O sospechado positivo pero no probado	<input type="checkbox"/>	<input type="checkbox"/>

**RECUERDOS para los visitantes. Los huéspedes deberán compartir tanto la llamada de programación inicial como el registro de entrada cuando el visitante llame a la llegada. Discuta el distanciamiento social y la necesidad de usar una máscara en todo el edificio.**

1. Usted está obligado a usar una máscara facial en todo momento mientras esté en el edificio y en las oficinas.
2. Por favor, utilice desinfectante de manos antes de llegar y después de salir de esta oficina.



## NJSBA POLICY SERVICES

FILE CODE: 5141.2

<u>X</u>	Monitored
<u>X</u>	Mandated
<u>X</u>	Other Reasons

Policy                      The Education Academy

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

### ILLNESS

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

#### Control of Contagious Diseases or Conditions

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

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

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

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

#### Contact Tracing

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

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

Contact tracing for COVID-19 typically involves:

A. Interviewing people with COVID-19 to identify everyone with whom they had close contact during the time



ILLNESS (continued)

they may have been infectious;

- B. Notifying contacts of their potential exposure;
- C. Referring contacts for testing;
- D. Monitoring contacts for signs and symptoms of COVID-19; and
- E. Connecting contacts with services they might need during the self-quarantine period.

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

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

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

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

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

Symptoms of COVID 19 include:

- A. A fever of 100° F or greater;
  - B. Cough;
  - C. Shortness of breath or difficulty breathing;
  - D. Chills;
  - E. Repeated shaking with chills;
- 
- F. Muscle pain;
  - G. Headache;
  - H. Sore throat;
  - I. New loss of taste or smell;

ILLNESS (continued)J. Fatigue;K. Congestion or runny nose;L. Nausea or vomiting;M. Diarrhea

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

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

Handling Blood and Body Fluids

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

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

Adopted:

NJSBA Review/Update:

Readopted:

Key Words

Illness, Sickness, Body Fluids

**Legal References:** N.J.S.A. 18A:16-6  
N.J.S.A. 18A:16-6.1  
  
N.J.S.A. 18A:40-3  
N.J.S.A. 18A:40-7  
N.J.S.A. 18A:40-8  
  
N.J.S.A. 18A:40-10  
N.J.S.A. 18A:40-11  
N.J.S.A. 18A:40-12  
N.J.S.A. 18A:40-25  
  
N.J.S.A. 26:2T-1  
N.J.S.A. 26:4-6  
N.J.S.A. 26:4-15  
N.J.S.A. 26:5C-1 et seq.  
N.J.A.C. 6A:16-1.1 et seq.  
See particularly:  
N.J.A.C. 6A:16-1.3,  
-2.1 et seq.  
N.J.A.C. 8:57-1.1 et seq.  
See particularly:

Indemnity of officers and employees against civil actions  
Indemnity of officers and employees in certain criminal actions  
Lectures to teachers  
Exclusion of pupils who are ill  
Exclusion of pupils whose presence is detrimental to health and cleanliness  
Exclusion of teachers and pupils exposed to disease  
Exclusion of pupils having communicable tuberculosis  
Closing schools during epidemic  
Boards of education to provide nursing care to students in nonpublic schools  
Newly diagnosed Hepatitis C case; information, reports  
Prohibiting attendance of teachers or pupils  
Reporting of communicable diseases by physicians  
AIDS Assistance Act  
Programs to Support Student Development

Reportable Communicable Diseases

ILLNESS (continued)N.J.A.C. 8:57-1.3, -1.7, -2N.J.A.C. 8:61-1.1Attendance at school by pupils or adults infected by  
Human Immunodeficiency Virus (HIV)Plainfield Board of Education v. Cooperman, 105 NJ 587 (1987)The NJDOE Guidance: *The Road Back: Restart and Recovery* at:  
<https://www.nj.gov/education/reopening/>**Possible****Cross References:**

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

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



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

## Guidance for Reporting Student Absences and Calculating Chronic Absenteeism



May 2020

This document includes information on reporting attendance for the period of State-mandated closure of schools to students per Executive Orders 104 and 107 (Murphy) (2020).



## Guidance for Reporting Student Absences and Calculating Chronic Absenteeism

In order for students to learn and achieve their fullest potential, it is critical that they are in school and engaged in the learning process. Research shows that student absences impact a child's ability to succeed in school. In addition, research shows that chronic absenteeism from school is a primary cause of low academic achievement and a powerful predictor of a student's risk of dropping out of school.<sup>1</sup>

With the *Every Student Succeeds Act (ESSA)*, the latest reauthorization of the *Elementary and Secondary Education Act* on December 10, 2015, the New Jersey Department of Education has identified chronic absenteeism as its indicator of school quality and student success for accountability (see approved *ESSA State Plan*). Chronic absenteeism is factored into the summative rating used to identify schools in need of comprehensive and targeted support and improvement. Additionally, school-level chronic absenteeism is included in each district's annual School Performance Reports for kindergarten through grade 12, per *ESSA Sec.1111*.

Note: The New Jersey Department of Education received a waiver from the United States Department of Education (USDOE) and is not required to report chronic absenteeism data for the purposes of accountability reporting to the United States Department of Education for the 2019-2020 school year. Under the waiver, 2019-20 School Performance Reports will not include chronic absenteeism, among other elements impacted by COVID-19. Additionally, USDOE waived the requirements that NJDOE annually meaningfully differentiate all public schools and the requirements to identify schools for comprehensive and targeted support and improvement based on data from the 2019-20 school year.

This guidance clarifies policies and expectations for reporting student membership and attendance data in NJ SMART and the methodology for measuring chronic absenteeism. **Districts should review their locally developed attendance data collection system or work with their Student Information System (SIS) vendors to make sure they are in compliance with attendance reporting requirements as outlined in this guidance.**

Additional information is included in this guidance to address the period of the school year covered by Governor Murphy's executive order due to the COVID-19 pandemic.

With more accurate data on student attendance, schools and districts can use this information to better identify the root causes of chronic absence and implement improvement strategies to address these issues. A list of various research-based strategies for reducing chronic absenteeism is available on the NJDOE website.

In a March 13, 2020 NJDOE Memo, Guidance Regarding Requirements for Public Health-Related School Closure, NJDOE indicated to districts that "[a]ny day on which all students impacted by a public health-related closure have access to home instruction services provided consistent with the guidance in this

<sup>1</sup> Balfanz, R. and Byrnes, V. (2012). *The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools*. Baltimore: John Hopkins University Center for Social Organization of Schools.



memo will count as a day on 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*.”

## Definitions

**“Chronic Absenteeism”** is defined in New Jersey’s ESSA State Plan as the percentage of a school’s students who are not present for 10 percent or more of the days that they were “in membership” at a school.

**“Cumulative Days in Membership”** is an element in NJ SMART defined as the number of *school days in session* in which a student is enrolled/registered during the annual reporting period from July 1 through June 30. The count will commence the first day the student is expected to start, even if he or she does not actually attend that day.

- ❖ **School Day in Session** is a day on which the school is open and students are under the guidance and direction of a teacher(s); and the day must be 4 hours or more to be considered a full day (or at least 2½ hours for kindergarten) (*N.J.A.C. 6A:32-8.3(a) and (b)*).
  - The number of possible days in session for a student on *home instruction* is the same as for other students in the program in which the student is enrolled (*N.J.A.C. 6A:32-8.1(f)*).
  - Schools must be in session a minimum of 180 days.
  - The number of school days in session does not include summer school.
  - The extended school year is included in the calculation up to June 30 and only when it is **required for all students**.
- ❖ **Five allowable reasons for absence:** A school may have a *day in session* that would not be counted as a *day in membership* for a particular student for the following reasons (*New Jersey School Register, Ch.3*):
  - Religious observance (*N.J.A.C. 6A:32-8.3(h)*);
  - A college visit (up to 3 days per school year, only for students in grades 11 and 12);
  - “Take Our Children to Work Day” (pursuant to the memo issued by the Commissioner to all districts on April 25, 2017) or other rule issued by the Commissioner;
  - Participation in observance of Veterans Day (*N.J.S.A. 18A: 36-13.2*) or district board of election membership activities (*N.J.S.A. 18A: 36-33*); or
  - The closure of a busing district that prevents a student from having transportation to the receiving school.

**“Cumulative Days Present”** is an element in NJ SMART defined as the number of school days a student is present (not absent) when the school is in session during the annual reporting period (July 1 through June 30) and the student is recorded under the guidance and direction of a teacher in the teaching process (*N.J.A.C. 6A:32-8.3*). Whether a student absence is due to illness, disciplinary action, or other reason, the student may not be considered present at school unless home instruction is received. (For further clarification, see sections below on whether students can be recorded as present during school-sponsored programs and suspensions.) A student with an “excused” absence per district board of education policy can NEVER be considered as present.

- ❖ **Time present – Full Day:** For a school in session during morning and afternoon, the student must be *present for at least one hour in the morning and at least one hour in the afternoon* to be considered as present for a full day; for a school in session during either morning or afternoon, the student must be present at least two hours to be recorded as present for the full day (*N.J.A.C. 6A:32-8.3(k)*), for example, twilight programs. For a half day preschool or kindergarten session, the student must be present for at least one hour to be considered present for a full day.
  - NOTE: In 2019, USDOE has defined absence for State reporting on chronic absenteeism as the following: students should be considered absent when they are not physically on school grounds or not participating in instruction or instruction-related activities at an approved off-grounds location for at least half the school day. NJDOE will be reviewing the state’s administrative code and making changes as necessary. Districts will be informed of any changes and the impact on reporting for chronic absenteeism.
- ❖ **Time present – Half Day:** A student must be present at least one hour during any morning, afternoon, or evening session to be recorded as present one-half day (*New Jersey School Register*, Ch.3).
- ❖ **Home instruction:** A student receiving home instruction is considered present and in membership under the following circumstances:
  - A student with a *temporary or chronic health condition* receives home instruction by a certified teacher for the number of days and length of time sufficient to continue the student’s academic progress. A student with a disability must receive home instruction consistent with the student’s individualized education program (*N.J.A.C. 6A:16-10.1*). As relayed in the NJDOE’s March 5, March 13, and May 5 broadcast memos regarding school district public-health related school closure plans, the NJDOE cites this regulation regarding home instruction for students with a temporary or chronic health condition as a guidepost for districts in developing remote instruction plan.
  - A general education student, *for reasons other than a temporary or chronic health condition*, receives 10 or more hours of home instruction per week by a certified teacher on at least three separate days and no fewer than 10 hours per week additional guided-learning experiences (*N.J.A.C. 6A:16-10.2*).
  - A student, *when placed on home instruction through an IEP*, receives 10 or more hours of instruction per week on at least three separate days by an appropriately certified teacher or teachers (*N.J.A.C. 6A:14-4.8*).
  - NOTE: When instruction is provided for less than the minimum number of hours and/or days required per week, the student must not be recorded as present for more than four days when school was in session for a full five-day week. School districts are able to develop their own policy for determining the exact number of days to record the student present based on these circumstances.
- ❖ **School-sponsored education programs:** A student participating in a school-sponsored educational program under the guidance and direction of a teacher, pursuant to *N.J.A.C. 6A:32-8.3*, even if not located in the school, is considered present and in membership (e.g., field trip, structured learning experience, community-based instruction).
- ❖ **In-school suspensions:** A student temporarily removed from his or her regular classroom to in-school suspension is considered present and in membership, provided the student is afforded the opportunity to continue to:

- Appropriately participate in the general curriculum; and
  - For students with disabilities, receive the services specified on the child's IEP, and participate with nondisabled children to the extent they would have in their current placement.
- ❖ **Out-of-school suspensions:** A student on out-of-school suspension is considered in membership and not present unless he or she receives home instruction as defined above. Students receiving short-term suspension must be provided with academic instruction that addresses the New Jersey Student Learning Standards within five days of the suspension (N.J.A.C. 6A:16-7.2(a)5). Students receiving long-term suspension must be provided with educational services (academic instruction and support services) within five days of the suspension (N.J.A.C. 6A:16-7.3(a)9).
- ❖ **Extended non-illness absences:** School districts should develop a policy that determines when to record a student who is not in school for an extended period of time for reasons other than illness (e.g., travel with family) as a dropout. A student may be considered a transfer during the extended leave when the student is re-enrolled in and attending another school (in the U.S. or abroad).
- It is recommended that “each school should have a policy that a student must attend a specified number of days out of the 180 required days in order to be considered for promotion to the next grade or for graduation” (*New Jersey School Register*, Section 2.7.3).
  - NOTE: Schools should consider the potential implications of dis-enrolling a student for the purposes of reporting student attendance data with regard to its potential impact on other accountability measures and any possible financial consequences.

#### How to Submit Data for Students with Partial Attendance in a District?

In NJ SMART's end of year (EOY) SID Management submission, attendance fields should be reported for all students that attended school in a district during the 2018-19 school year – from July 1 to June 30 – whether the student is enrolled with the district at the end of the school year (active student) or whether the student has transferred, dropped-out or is otherwise not a member of the district at the end of the school year (inactive student).

Procedurally, in the EOY SID submission, whenever a district records an exit date for a student in NJ SMART, the district must also indicate an exit withdrawal code along with reporting the student's attendance data fields (CumulativeDaysInMembership and CumulativeDaysPresent) for the period coinciding with the exit date. For example, if a student is enrolled in District A from September to November before transferring to District B for the rest of the school year, District A must report this student in the SID Management submission even though the student is no longer active in the district. District A would submit the student record in the EOY SID Management submission along with the attendance data fields corresponding to their time in the district from September to November. Similarly, District B would report this student's record in SID Management along with their attendance data fields corresponding to their time in the district from December to June.



## How is Chronic Absenteeism Measured in New Jersey?

**Student-level absentee rate:** Each student's absentee rate is calculated based on the fields of *Cumulative Days Present* and *Cumulative Days in Membership* collected in NJ SMART. *Cumulative Days Present* (P) is subtracted from the *Cumulative Days in Membership* (M), and this number is divided by the *Cumulative Days in Membership* (M).

$$\frac{M - P}{M}$$

If the student-level absentee rate is equal to or greater than 10%, the student is chronically absent.

**School-level chronic absenteeism:** The school-level chronic absenteeism rate is calculated by dividing the number of chronically absent students during the school year by the total number of students enrolled in the school.

## What is Important to Know When Implementing this Guidance?

In School Year 2019-20, the following changes will be made:

- ❖ **COVID19 UPDATE** – As relayed in the March 13, 2020 NJDOE Memo, Guidance Regarding Requirements for Public Health-Related School Closure, “[a]ny day on which all 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 on 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*.”
- ❖ **On April 14, 2020, Public Law 2020, Chapter 27 was enacted.** This new law allows districts to apply one or more days of virtual or remote instruction provided to students to meet the 180-day requirement so long as the district virtual or remote instruction program meets criteria established by the Commissioner of Education.

Since these “virtual” days or home instruction service days during any COVID19 school closure period will count as a days in membership for students, students need to marked as present or absent during such days. All students can be recorded as present for applicable days unless the district knowingly determines a student was not participating in any such instruction in which case they must be recorded as absent.

- ❖ Attendance data for active and inactive students will be collected in SID Management (see How is Attendance Reported for Students with Partial Attendance in a District?) While the inclusion of attendance data for inactive students is required under ESSA, reporting this data has been a challenge to date. NJDOE encourages all districts to work with their SIS vendors to ensure that attendance data is being submitted for ALL students who touch a district during the current school year, even if a student is not a member of the district by the end of the school year.

- ❖ **COVID19 UPDATE** – While chronic absenteeism rates are normally used for ESSA accountability and the School Performance Reports, New Jersey received a Federal waiver that permits the State to not report chronic absenteeism data in 2019-20. The USDOE also waived requirements that NJDOE annually meaningfully differentiate all public schools and the requirements to identify schools for comprehensive and targeted support and improvement based on data from the 2019-20 school year.

While chronic absenteeism rates will not be reported in 2019-20, attendance data must still be submitted under the guidelines of this document to NJ SMART SID Management.

- ❖ Districts must submit attendance data fields in the end-of-year SID Management submission that includes attendance through the school's last day in session. Districts may not consider their attendance fields as final and the SID Management submission as "complete" if student attendance through the last school day is not part of the submission. (For example, if a school is open for 180 days and the last day of school is on June 22, the attendance data fields cannot be considered as complete until attendance for June 22 is logged and part of that EOY SID Management submission.)
- ❖ Districts must verify that data related to **attendance** and **student subgroup information** fields in the final NJ SMART SID Management submission are accurate as these are the source variables used for all chronic absenteeism calculations. (Please note: NJQSAC, Operations Indicator 1, verifies that school districts certify and provide complete data to NJ SMART on schedule and with a low error rate.)
- ❖ To account for attendance data during statewide school closures in the future, NJDOE is preparing to add additional measures in NJ SMART SID Management system. Districts should prepare to work with their SIS vendor to ensure that they can differentiate student attendance between days when students are in school during normal operations versus days when students are engaged in virtual or distance learning due to state shutdowns. More information will follow regarding these changes when the SID Management Handbook is updated in the coming months for the 2020-21 school year.

School-level chronic absenteeism rates will be calculated using student records as submitted to SID Management by **June 30, 2020**. **Districts will not have an opportunity to change their data after their final SID Management submission.** Questions regarding management of student records may be directed to [NJSMART@pcgus.com](mailto:NJSMART@pcgus.com).

#### How Does this Work in Practice?

**Example 1:** David is in 11<sup>th</sup> grade and his school has 181 days in session during the school year. He was absent 3 days due to college visits and 2 days due to illness; arrived to school 30 minutes late in the morning 2 times; and left an hour early for a soccer game on 5 occasions. Notes: The days that he was tardy or left school early would not be factored into the equation, as he attended school for at least one hour in the morning and one hour in the afternoon on those days; and his college visits would not be considered *days in membership* because he is in grade 11.



David's absentee rate:  $\frac{178 - 176}{178} = 1\%$

David has 178 cumulative *days in membership* (181 school days in session minus 3 days for his college visits) and 176 *cumulative days present* (181 school days in session minus 5 days absent, including 2 days sick and 3 days college visit). **He would not be considered chronically absent.**

- ❖ What if, *in addition to the days missed above*, David's family takes him on a two-week vacation during the school year?

David's absentee rate:  $\frac{178 - 166}{178} = 7\%$

David's *cumulative days present* are now 166 (181 school days in session minus 15 days absent, including 2 days sick, 3 days college visit and 10 vacation days). **He would not be considered chronically absent.**

- ❖ What if, *in addition to the days missed above*, David skips school for 4 days and the next month receives a 2-day out-of-school suspension for repeatedly using a cell phone in class against school policy? Note, when suspended, David was *not* present in school or able to participate in the general curriculum for that day.

David's absentee rate:  $\frac{178 - 160}{178} = 10\%$

David's *cumulative days present* are now 160 (181 school days in session – 21 days absent, including 2 days sick, 3 days college visit, 10 vacation days, 4 days skipped, and 2 days suspended). **David would be considered chronically absent with a rate of 10%.**

**Example 2:** Sarah is in 12<sup>th</sup> grade and her school has 181 days in session during the school year. Sarah is the nighttime assistant manager at a fast-food restaurant to help support her family and the restaurant scheduled her to cover a day shift 11 times.

Sarah's absentee rate:  $\frac{181 - 170}{181} = 6\%$

**Sarah would not be considered chronically absent.**

What if, *in addition to the days missed above*, Sarah is absent for two weeks due to illness, but receives home instruction during the *second* week, by a certified teacher, sufficient to continue academic progress based upon her ability to participate? Note: Sarah is considered absent for only 5 of those 10 days since she received home instruction in accordance with N.J.A.C 6A:16-10.1 during one of the two weeks.

Sarah's absentee rate:  $\frac{181 - 165}{181} = 9\%$

**Sarah would not be considered chronically absent.**

## What About Truancy?

Truancy is defined as 10 or more cumulative unexcused absences (*N.J.A.C. 6A:16-1.3*). All school districts are required to have a policy and procedure that include a definition of unexcused absences that count toward truancy; thus, how “excused” and “unexcused” absences are defined for purposes of expectations and consequences regarding truancy, student conduct, promotion, retention and award of credit is a local decision (*N.J.A.C. 6A:16-7.6(a)3*). The NJ SMART *Cumulative Days Towards Truancy* field is not considered in the calculation of chronic absenteeism.

## General Considerations Regarding Chronic Absenteeism

### What school is responsible for the student’s attendance?

The school a student attends is always responsible for properly documenting a student’s daily attendance and following this guidance. It is the accountable school district’s responsibility to submit the final student attendance data from the attending school into the *days in membership* and *days present* fields in NJ SMART. In about 95% of cases, a student’s accountable school and attending school are identical, but there are rare instances where the accountable school may not be the attending school. For example, a student attending an approved private school for students with disabilities will have his or her attendance reported by the public school he or she would otherwise attend. Districts should pay careful attention to entering the proper CDS (county, district, school) codes for a student’s resident, receiving and attending school in NJ SMART so that the student is assigned the proper accountable school.

### Are school’s accountable for a student’s attendance if the student exits the school in a short time?

The New Jersey ESSA State Plan indicates that a student must have attended a school at least 45 days for that student’s attendance data to be factored into the chronic absenteeism calculations. Hence, students with fewer than 45 days in membership at a school are not included as part of any accountability calculations nor are they factored into any attendance items in the New Jersey School Performance Report. NJDOE is required to report attendance data through ED Facts reporting which does include students with 10 or more days in membership. Please note however that all students who have been in membership with the district for any amount of time during the current school year should have their attendance reported in NJ SMART, regardless of how many days the student was in membership or actually attended.

### Are preschool students included in the calculations for chronic absenteeism?

This guidance should be followed in the recording of attendance for all preschool students enrolled in New Jersey public schools. However, preschool students are **not** included in the calculation of school and district accountability scores for chronic absenteeism. Preschool chronic absenteeism rates will be displayed in the school performance reports but they will not factor into any accountability measure. **If a district excuses an absence for a reason that is not one of the five allowable reasons defined above, does that absence count in the calculation of the school’s chronic absenteeism rate?**

A student who is absent for a full day with an excused absence pursuant to the school district’s definition of “excused” (see [What about Truancy?](#)) must be recorded as having a day in membership

and day absent for that day. An “excused” absence that is not one of the five allowable reasons above, does count as an absence in the determination of whether the student was chronically absent for the year.

**Can schools continue to record “excused” absences for local purposes?**

It is important to note that schools can determine how “excused” and “unexcused” absences are defined for the purposes of expectations and consequences regarding truancy, student conduct, promotion, retention, and the award of course credit, pursuant to *N.J.A.C. 6A:16-7.6*. School districts can take any and all action authorized by their policies and procedures when categorizing these absences.

However, a school must report student attendance to the NJDOE in accordance with the guidelines in this document. For State reporting purposes, a student can only be recorded as present or absent. Therefore, a student with an “excused” absence per local decision must be marked absent when reported to NJDOE. The only exception is that a school may have a day in session that would not be counted as a day in membership for a particular student based on the five allowable reasons defined above.

**If a student registered with my school at the beginning of the year but never attended, will that impact the school’s chronic absenteeism rate?**

No. As of the 10th consecutive day of non-attendance, assuming district/school investigations have been performed (pursuant to *N.J.A.C. 6A:16-7.6*) and the results are conclusive, the appropriate withdrawal code can be recorded in the New Jersey School Register. As per NJ SMART rules, the School Exit date is to be recorded as: “The year, month, and day of the first day after the date of a student’s last attendance in a school.” For students who were enrolled at the beginning of a school year but never attended the school during the year, the exit date is the first day of the school year, regardless of the actual date the district determines the student is no longer in the district. Consequently, the days the student was not at school before being dropped should not be considered *days in membership* and students who were enrolled but **never** attended should be recorded as having 0 days in membership and 0 days present.

**If a school is advised by a family that a student is going to be taking a lengthy time off for vacation, should the school dis-enroll the student and then re-enroll her when she returns?**

Schools should review “extended non-illness absences” above. Given that one student’s absence should not significantly impact your chronic absence rate, schools should consider the possible implications of dis-enrolling a student for the purposes of reporting student attendance data with regard to its potential impact on other accountability measures as well as any possible financial consequences.

**How should attendance be reported for shared-time vocational students?**

Shared-time students are those who attend two different schools in one day for a half day each. For example, students who spend a half school day in an academic high school and a half day in a county vocational school are enrolled in the high school and also in the appropriate county vocational school. For shared-time students, each day is counted as a  $\frac{1}{2}$  day *in membership* for each school. Shared-time



students are either counted each day as *½ day present* or *½ day absent* at each school. (A shared-time student must attend at least one hour to be counted present.) Therefore, if a school has 180 days in session for the school year, a shared-time student would have 90 *days in membership* at his or her academic high school and 90 *days in membership* at the county vocational school. The academic high school is responsible for submitting shared-time student attendance data to the SID submission based on half day attendance at the academic school. The vocational school must submit shared-time student attendance data separately in the CTE submission based on half day attendance at the vocational school.

**Can a district have a policy that allows students to “make up” attendance time in various after-school or Saturday sessions?**

While districts can create such policies, they can only be used for local district purposes and not for the purpose of reporting chronic absenteeism (or for reporting to the School Register). The only valid membership days for chronic absenteeism are the days in which the school is in session for all students and student attendance must be tracked on those days. So, while districts can create policies that permit students to make up attendance time for local purposes – ie, graduation, promotion, etc, these alternatives cannot change what is reported in NJ SMART (or the School Register) for student attendance on a valid school day in session.

**Can a student’s schedule be modified? If a schedule is modified, how should attendance be reported?**

The definitions for days in membership, day in session, and days present are provided on pages 2 to 4 of this document.

**For students with disabilities**, pursuant to N.J.A.C. 6A:14-4.1(c), the length of the school day and the academic year of programs must be at least as long as that established for nondisabled students. However, the IEP team may, in its discretion, **in rare cases**, alter the length of the school day based on the needs of the student. The IEP team may also make a decision, based on the individual needs of the student, that the student is unable to attend school and should receive special education and related services in a different setting or manner, such as through home instruction, all or part of the time. If the IEP team makes this decision, and the information is included in the student’s IEP, then for attendance purposes, the student should be marked as “present” in your SIS when he or she is educated in the educational placement(s) set forth in his or her IEP.

**For general education students**, apart from those circumstances described above, a student’s schedule may not be modified.

**What Funds Can Be Used to Support Student Attendance Initiatives?**

Under *ESSA*, when chronic absenteeism is identified and documented as an issue through a comprehensive needs assessment, funding for initiatives to improve student attendance may come from Title I, Part A and Title IV, Part A. Likewise, local education agencies (LEAs) may use Title II funds to provide training for school personnel to address issues related to school conditions for student learning, including chronic absenteeism. Additionally, if the attendance issue relates to English language learners, Title III funds may be used. (Schoolwide programs may use funds from any Title.) Additional information on the use of CARES funds to support student learning is available on the [NJDOE’s COVID website](#).

## Resources for Implementing Guidance and Using Data to Improve Attendance

- ❖ Review *New Jersey School Register* (note Chapter 3, The Attendance Record)
- ❖ Review N.J.A.C. 6A:16-7 and N.J.A.C. 6A:32-8
- ❖ Review NJ SMART SID Management Student Handbook
- ❖ Review Supplemental Guidance: NJ SMART SID Management FAQs
- ❖ Review a list of various resources to improve student attendance on the New Jersey Department of Education's Attendance, Truancy & Chronic Absenteeism website, including NJDOE's Strategies for Addressing Chronic Absenteeism
- ❖ Contact the Office of Student Support Services at attendance@doe.nj.gov
- ❖ Questions about NJ SMART can be directed to the NJ SMART Help Desk by calling (800) 254-0295 or e-mailing NJSMART@pcgus.com.
- ❖ Guidance regarding attendance during COVID-19 is available on the Department's website.



The Education  
Academy

Board Resolution Approval Filing Date: May 20, 2020

Whereas..., schools can experience possible long-term closures that affect all students attending The Education Academy who collectively require the services of all The Education Academy Staff to be afforded to them to the best extent possible while meeting the students' Individualized Educational Plans also to the best extent possible.

Whereas..., academic instruction is not the sole concern but also social and emotional well-being and health and preservation of the family are all corroborating factors that needed to be considered when creating this Emergency Preparedness Plan according to NJDOE state and county offices, DOH and CDC checklists.

Whereas..., the document presented today reflects presently the programs and procedures being utilized as well as those intended for ESY and future long-term closures that were chosen and implemented after a coordinated effort of all The Education Staff and stakeholders and community partners in education.

Therefore..., let it be resolved that this collaborative document titled Emergency Preparedness Plans For The Education Academy presented today May 19, 2020 has been approved unanimously by the Board of Directors of The Education Academy and will be filed as of May 20, 2020 at the Board Offices.

Respectfully Submitted,

Linda A. Phillips, Director

### Class check-in survey

Thank you for taking the time to take this short survey! Your answers will help me make sure that you and your classmates feel safe and cared for. I am the only person who will know what answers you give, so please answer honestly.

If a question makes you uncomfortable, you may skip it. Most importantly, be honest and know that there are no right or wrong answers.

**1. How are you feeling today?**

- a. I'm fine
- b. A little nervous
- c. I'm freaking out
- d. Well-rested
- e. Tired
- f. Not feeling well
- g. Feeling good!
- h. Feeling claustrophobic
- i. Feeling happy!
- j. I feel like I need to talk to someone about how I feel
- k. Other\_\_\_\_\_

**2. What questions do you have about school or life in general right now that I can answer?**

**3. What concerns do you have that might limit your ability to engage in learning activities over the next few weeks (e.g. responsibility for taking care of a sick family member, needing to share computer access with others in your house, etc.)?**

**4. Do you have any ideas for easy, low-effort, but fun ways to connect with each other as a class that might help distract each other if we need a happy distraction? Any and all ideas are welcome!**

**5. What can I do to better support you today?**

Helping children cope with anxiety requires providing accurate prevention information and facts without causing undue alarm. It is very important to remember that children look to adults for guidance on how to react to stressful events. If parents seem overly worried, children's anxiety may rise. Parents should reassure children that health and school officials are working hard to ensure that people throughout the country stay healthy. However, children also need factual, age appropriate information about the potential seriousness of disease risk and concrete instruction about how to avoid infections and spread of disease. Teaching children positive preventive measures, talking with them about their fears, and giving them a sense of some control over their risk of infection can help reduce anxiety.

## 1

## Take time to build partnerships, deepen your understanding, and plan for SEL.

Schools will face many challenges—from how to manage logistical and technological obstacles to how to accelerate academic learning. To tackle these important issues, schools will need to simultaneously tend to the social and emotional needs of both children and adults. By prioritizing SEL and the needs and concerns of all students and families, leaders can begin to cultivate the healing, empathy, resiliency, and collective resolve needed to navigate the transition ahead and more effectively continue the work of teaching and learning.

- **Communicate widely and consistently that SEL is foundational to the holistic success of your school community.** If needed, build your own foundational understanding of SEL research and practices. Use newsletters, social media, and meetings with staff, families, students, and community partners to share how social and emotional competencies and supportive environments can support children and adults through this transition and the new ways of learning that may occur in schools.
- **Elevate the voices and perspectives of students, families, educators, and other adults to develop responsive transition plans.** Use formal and informal ways to identify their hopes and concerns about transition while communicating the school's desire to incorporate their perspectives into decision-making. For example, provide individual outreach when possible, call or survey students and families, or hold focus groups with staff and key community partners. When reaching out to families and students, use home languages and inclusive strategies for those who have limited access to technology. Also consider alternative ways to reach all families, such as through churches, social service agencies, neighborhood groups, social media, and other community connections.

### Put it Into Practice

#### Learn From Families, Students, and Community Partners

The sample questions below can be used as a starting point for phone/video conferences or written surveys that engage stakeholders in sharing their perspectives.

- What has your experience been like since school has been closed?
- What is on your mind as you think about next school year? What are your biggest hopes or worries?
- What has our school done well during the past months, and what could we have done better?
- How might you like to contribute as we prepare to transition to a new school year?
- What will help you learn this upcoming year?
- What can we do to make school feel even more like a community that cares for you?

- **Examine where SEL efforts have been impactful and where more support is needed.** Review whether the strategies taken during school closures to promote SEL have been effective in supporting and engaging students. Find out which students and families have received individual outreach from staff, who has engaged in distance learning, and what barriers have prevented others from engaging. Identify which staff have felt comfortable with SEL distance learning strategies and those who may require additional support. Also pay attention to individual needs that will impact the ability to return to school. Have staff, students, or their families experienced a loss of a loved one, housing or employment instability, or other circumstances that may require support? It may be helpful to connect with local service agencies and community partners to help identify these needs and provide additional support.



**The Education Academy**  
**Emergency Preparedness Plan Updated May 14,2020**

**Board Approved-May 20, 2020**

**Forwarded to Sending Districts-May 21, 2020**

**Filed with County Department of Education-May 21, 2020**

**\*\*\* (This plan enhances previous plans of March 13, 2020 and May 7, 2020 utilizing the most recent New Jersey Department of Education Checklist for same)**

**Equitable Access/Addressing Special Education Needs/ELL and Bilingual**

As with any good solid planning, this plan began, continued and was updated and enhanced through a collaborative effort of School Administration, Staff, Service Providers, Counselors, Instructional Aides, Behaviorist, Counselors, School Nurse, Parents/Guardians, Students, Sending Districts' Administration and Child Study Teams, ASAH, NAPSEC, Attorney representatives, Parent Advocates, Law Guardians, Students' in home therapists, physicians and care givers- (through reciprocity agreements)- and Community Partners,(including Police, Fire, Rescue, Crisis Interventions), Virtual Platform Representatives, NJDOE, CDC, DOH, DHS, and DCPD.

Our families and students' safety and well-being are the first two factors that have always been The Education Academy's priorities. Communication with



all our stakeholders is vital to create and sustain any plan that will not only work, but survive, for the duration of a closure with additional updates throughout the journey. The Education Academy continually monitors our Parent and Guardians contact information which includes confirming residence and all emergency numbers and emails, including work contacts and emails. This is done through yearly questionnaires and continued with surveys throughout the year, as well as during Parent and Teacher conferences and CST and IEP meetings. Access to telecommunications and virtual platforms is confirmed regularly through District, school and Administrative correspondence and distribution of Progress Reports. Any inability to access any form of remote learning is documented and worked through individually with the family and student. This includes using alternate means of remote access such as cell phones, work packet distribution, putting families in contact with free internet providers, contacting case managers for available technology tool distribution. With all the above being said, this is a fluid document that will be updated throughout emergency closures when necessary and distributed and posted on our school website.

All virtual platforms are chosen based on the quality of the programs, the ease of access and the academic rigor they provide, as well as the ability to be modified to meet all our students academic needs and abilities for use depending on program facets such as visual tracking and motor planning, reading abilities and levels met, as well as covering all New Jersey State curriculum standards as needed and necessary. Further, the programs utilized must have strong staff development opportunities that are easily accessible, so as the programs change, the staff is able to keep up with data collection and assessment without compromising student progress. As of the creation of this emergency plan, all the virtual platforms that The Education Academy incorporated in it are listed in an attached addendum to this document. All platforms have intrinsic tracking to aid staff and students and parent and guardians in illustrating time on task and tasks accomplished toward progress goals. Training on all the above is headed by IT staff and website administrator. The first day of school closure will be documented as Staff and Student orientation whereby training and practice and accessibility will be reviewed and amended, enhanced and supplemented to provide the optimum virtual learning environment possible to meet staff and students' needs.

Finally, our partners in education must all be able to meet on a virtual platform that is convenient for them, as well as the school. Therefore, The Education Academy has created updated email addresses for all staff that will work across all virtual platforms utilized by our sending districts as well as our parents/guardians personal telecommunication tools. These venues selected provide professional development for staff utilization and have been a successful way of providing our districts and educational partners access to our staff remotely to discuss documentation of services provided as well as student progress towards goals and objectives of their individual educational plans. Student modifications are also noted on Teacher, Instructional Aides, One to One aides, Speech, OT, and Counselor logs, anecdotal notes and contact sheets. The venues utilized include Zoom, Google Meets, Google Hangouts and Expanded Teleconferences. In the cases where there could be a language barrier The Education Academy works with the sending district for the availability of a translator, as well as utilizing the program Google Translator to transcribe all correspondence appropriately for our particular audience with numerous languages and dialects available.

### **Meal Plans**

All families of The Education Academy provide their students breakfast and lunch when the students are in attendance. This has been our policy since inception of the school primarily due to the over-whelming dietary restrictions our populations traditionally have. With that being said, every Education Academy staff member knows that if any family is struggling during an emergency situation of school closure, that they are to notify Administration and these families will be put in contact with the services they are in need of-whether that would be with the district, county or state and our community partners.

## **What Does The Education Academy Virtual/Remote Instruction Day look like?...**

Each of our six classroom teachers create a daily schedule with their instructional aides and one-to-one aides which is, upon administrative review, dispersed to our Behaviorist, Counselor, Speech, OT and adaptive phys ed, reg. phys ed, health teacher and school nurse. Our service providers then work as a team to coordinate their services to assure the best scenarios are available and the children are meeting their IEP goals and objectives to the best extent possible.

Staff will continue to create lesson plans weekly which will be reviewed by the supervisor of curriculum. Closure lesson plans will allow teachers to take full advantage of the children being in a home setting where their individual life skills can be addressed. These life skills can include utilizing chores such as separating and folding clothes as part of a project-based curriculum which The Education Academy espouses. These chores and daily tasks can be shown to provide the children with a higher self-esteem and desire to practice skills that encompass areas of weakness such as motor planning and dexterity etc. Parents and guardians will benefit from seeing first hand why their child has a problem and the process will provide a visual for working it through. A follow up can be an art lesson where the children illustrate what they practiced and accomplished. The teachers' goals will be to assist with teaching and practicing real life skills in the students' real life setting.

Teamwork includes, but is not limited to, providing services together, such as our traditional SPOT (Speech and OT groups). As our parents and guardians are an integral part of our at home learning team a phone call by a staff member is made daily which assists with attendance and time on task for the students and provides a time for the parent to ask any questions, or the staff member to provide one to one assistance, as well as a welfare check. If staff members have concerns they contact Administration and the families will be put in contact with not only additional in-house staff such as counselor and school nurse, but also outside services such as Police, Fire, Rescue, Crisis Intervention, DCPD and their in-home therapists, psychiatrists, psychologists, behaviorists where possible with appropriate reciprocity agreements and/or verbal affirmation which would later be requested in writing as soon as possible.

Zoom meetings are scheduled on average three to four times a week with additional individual meetings where necessary for tutoring and one-to-one services. It needs to be noted that The Education Academy recognizes that with the varied classifications and disabilities that the school services it will be necessary for schedules to be flexible and fluid and students afforded respite and breaks. “Recess” and breaks take on a whole new meaning during at-home learning. Staff is very creative utilizing techniques such as show and tell time, as well as showing videos, photomontages and virtual visits to museums, and sharing musical playlists.

Student progress will be recorded digitally, virtually and by anecdotal notes, (inclusive of any and all modifications used per student and/or group setting), which will be sent as e-mail attachments to Administration for review and then forwarded to the Administrative Secretary for second proof-reading and filing. Upon approval the files, as well as the logs of same, will be sent monthly to sending districts, case managers and business offices along with billing and attendance. Progress Reports will be mailed to districts and parent/guardians according to the school calendar.

Parent and Guardian conferences during closure are available on whatever venue the families have a comfort level with. Administration will be involved in all such conferences and available by personal cell phone anytime, as always, as it appears on business card and is available to families and districts, as well as emergency services 24/7. Individual Educational Plan meetings, annual reviews and evaluations where feasible, will be coordinated with sending districts and held virtually using venue of their choice. These venues include, teleconference, Google Meets, Google Hangouts, and Zoom.

All staff will be taking advantage of the numerous Professional Development opportunities that are typically available to schools and institutions of learning during emergency school closures. Further, The Education Academy has virtual partnerships that provide on-going all year long PD monthly or at Faculty/Staff meetings and these will be increased during this time also. Logging of PD hours will be periodically checked and Certificates filed when received.

Staff pursuing additional certifications and/or completing degree work will continue to do so and submit bulleted documentation of same periodically upon



request to confirm participation and re-imbursement of same as contractually agreed upon.

### **Attendance During Remote/Virtual/At Home Learning**

All Education Academy staff take attendance daily for their Remote/Virtual/At Home learning settings. Student attendance is confirmed throughout the day with a multi-faceted approach. First, the classroom teacher takes attendance to begin the scheduled day. All service providers also take attendance prior to the provision of their individualized and/or group services. The virtual platforms utilized daily record usage by date and time stamps. Finally, the parent phone calls throughout the day to determine participation, assist with prompting, address barriers or road blocks to the student's learning that day, verify health and welfare, resolve conflicts, provide strategies for behavior management are noted and confirmed as positive or negative attendance. Attendance is deemed negative when no parental or guardian contact can be made and/or calls made have not been returned, no work has been done on any virtual platforms, verification of work done on packets distributed can not be verified that day, school nurse welfare checks could not be completed, DCPD case worker could not reach their cases and police welfare checks could not be affirmed. After every attempt aforementioned and applicable to said student has been documented, District is notified first through the case manager and then when determined necessary through the Superintendent's office and Business Office.

The NJDOE attendance register rules are followed with the standard Five (5) Day notices being sent to the sending districts and the parent/guardians. The student and their family will be notified that their child has lost privilege status and advised what the CST Team along with The Education Academy has decided needs to be done and or/demonstrated to attain back said privilege status. (In egregious cases, a special IEP meeting will be held to discuss the importance of participation by the student on the required venues and the District in coordination with The Education Academy administration can determine together the consequences of poor attendance on the student's Progress reporting and IEP

goals and objectives. Further, these consequences could include a retention recommendation and loss of approved transition for that academic school year. As mentioned prior in this document, attendance is forwarded to the sending districts monthly for billing purposes and by request anytime.

## **Facilities**

The maintenance and security of The Education Academy school building will be addressed by our designated security staff and cleaning teams during extended school closure. The landlords for The Education Academy, M.C.A Properties, L.L.C., will conduct periodic checks of the school building as per mutual agreement. Through our reciprocity with the Lacey Police Department, drive throughs will be made to assure no vandalism to property and building can be ascertained. Access to the school building during closure will be limited and only upon Administrative approval.

The Education Academy's designated security staff makes periodic visits to the school building during any closure. A security checklist is followed daily during open school and will continue during closure and extended closures on a set schedule covering the outside and the inside of the building. Our Security System, "Securall", provides 24/7 coverage anytime the building is locked and the system is activated. The appropriate agencies will be notified upon activation, Police, Fire, Rescue and Medical. Administration and Landlords are contacted in the event of a security breach, as well as Fire Alarm Activations to the system. All systems are inspected annually and the required certificates posted and filed accordingly with the appropriate agencies including NJDOE. Further, our Pest control company, Cowley's Pest Control, will be provided access to the building for their regular maintenance during extended closure.

Staff Security will keep checks on bathroom facilities by flushing toilets periodically and water outlets, including sinks and water fountains will be run for short periods to maintain them at full service and good working order. The same will be done by our landlords, M.C.A. Properties, L.L.C., by mutual agreement.

HVAC and other electrical and gas connections will be checked, as well as the maintenance closet. Regular bi-yearly maintenance on same will continue, as

well as any required inspections, (fire, sprinkler systems, elevator), kept up to date and recorded, posted and filed with the appropriate agencies. The computer lab will be inspected for any power outage issues and rectified as soon as feasible.

Designated Cleaning staff have been trained for daily cleaning and “Deep” “Intensive” cleaning when necessary, particularly in the event of a health related closure. All cleaning will include frequently touched surfaces, such as doors and door handles, light switches, door jams, desks and chairs, student materials that are shared such as books, or games etc., water fountains, sinks, faucets, microwaves, refrigerators, technology and windows. Filters and Ducts will be cleaned and/or changed regularly by the appropriate service providers, “Polar Air”, as necessary. All CDC, DOH and NJDOE guidelines, in addition to any aforementioned items regarding sanitation, will be addressed and met continually throughout closure. All staff have received training in regards to health and sanitation and know how to not only remediate problems if they occur, but report same to Administration. The Education Academy School nurse provides health and sanitation training refreshers yearly, as well as proper hand-washing techniques to the entire Education Academy, administration, staff and students alike. Daily hygiene is embedded in The Education Academy curriculum and handbooks.

### **Extended School Year Program- Building Closure Plan**

In the event that a building closure occurs during the traditional 5-week full day Extended School Year Program, the students will have access to the same virtual platforms and remote home learning programs that can be used during closure for the traditional ten (10) month school year.

Further where Fridays have always been a special field trip day for ESY, The Education Academy has added a Virtual Field Trips platform to their library of resources digitally in its place. This platform has a multitude of resources for all age groups, attention spans and interests and can also be used as an addition to our Behavior Modification Program. Another addition to our Behavior Modification Program starting remotely this summer will be a Puppy Therapy Experience where The Education Academy continues their partnership with Puppy Love Rescue and will have live virtual visits with the many foster families and pups

as well as the facility itself and their adoption programs held locally several times during the summer. Participation in this opportunity requires privilege status and points redemption as well as administrative approval for every student.

An emphasis also on outdoor activities will provide an extended recess option providing structured setting ideas such as outside neuro-motor sensory therapy or yoga or running in place, calisthenics, etc.

As the true purpose of an extended school year program is to aid in eliminating academic, as well as social emotional, regression during the summer months an additional emphasis on 21<sup>st</sup> Century Skills and goals will be made and provided through stimulating and fun activities and this is where STEAM comes in. Utilizing technology, the students will be able to demonstrate critical thinking, creativity, collaboration, communication and gain further exposure to technology literacy. The primary theme for The STEAM Club of ESY will be Global Awareness.

Our STEAM Club has become the most popular club during two marking periods of the traditional school year for the past three years it has been around. So, having a STEAM Club accessible to all age groups during Remote ESY will take the sting out of not being physically in class with all their peers for the students. This remote plan will also allow for classes to combine with our older groups mentoring the younger ones. The platforms of choice for this will be Google Meets or Zoom.

All therapeutic services are offered during ESY thereby allowing for students to continue their exposure and practice of individual therapeutic programs. Group settings utilizing a project base format such as a theatrical show have been a popular way of attaining these services, however the opportunity will also include small group/individual settings to provide intensive services where building closure and family adversity may have limited full participation by certain students.

The latest digital platform that has been created especially for school access is called "The Library Is Open". This venue allow access to numerous library catalogs and resources that can only enhance the traditional reading lists and novel studies The Education Academy offer. This platform will be available to all our ESY classes.



The emphasis on hand washing and the working through social distancing and how the classroom will look for students and what the requirements will be will be worked through together with staff, students and their parents and guardians. The ESY program will provide the time where staff can prepare the school building to provide for the health and safety of all involved, staff, students, parents, district visitors, etc. Virtual tours and explanations will be provided to all students and their parents as well as the discussion of new requirements such as a family health survey of exposure etc. or symptoms experienced or presently experiencing and the requirements for re-entry for every student. The Education Academy will follow all CDC, DOH, and NJDOE guidelines to provide the optimum environment for the health and safety of staff and students.

Unannounced visitors will be limited and all approved visitors must abide by social distancing rules and the use of protective equipment and any other measure recommended by the groups aforementioned such as no touch temperature taking. Refusal to follow any and all rules will result in non-admittance to the school building until such time the visitor complies.

This document was submitted and approved by the Board of Directors of The Education Academy on May 20, 2020 and forwarded to the NJDOE Ocean County office, as well as, all Sending Districts and posted on The Education Academy website on May 21, 2020.

Respectfully Submitted by: Linda A. Phillips-Director-The Education Academy

Addendum #1: Staff List with Titles \*\*All staff of The Education Academy are considered essential with respect to The Education Academy Emergency Preparedness Plan.

Addendum #2: Virtual Platforms utilized by The Education Academy updated

THE EDUCATION ACADEMY	
2019-2020 Staff List	
Addendum	
EMPLOYEE	TITLE
Borysewicz, Cathy	School Social Worker
Frank, Jane	Instructional Aide
Freund, Connie	Secretary
Gavaghan, Catherine	Business Manager
Gillespie, Jane	Instructional Aide
Hojnacki, Brianne	Teacher - TOSD
Holly, Dawn	Teacher - TOH
Horner, Patricia	Secretary
Juste, Ruggery	Instructional Aide
Kane, Cynthia	Non-Supervisory Coordinator of Curriculum
Keczkemethy, Zach	Instructional Aide
LaDuca, Maryanne	Speech Language Specialist
Lynch, Jackie	Instructional Aide
Mathis, Stacey	Teacher of Health and Phys. Ed.
McDonald, Amy	Instructional Aide
Nademus, Debra	R.N.
Neaves, Greg	Instructional Aide
Patterson, Kristen	Certified School Nurse
Pesciotta, Kim	Occupational Therapist
Phillips, Frank	Coordinator of Special Projects
Phillips, Linda	Principal and Director
Pinnisi, Joseph	Instructional Aide
Quinn, Cynthia	Instructional Aide
Rader, Angela	Teacher - TOSD
Rusch, Kimberly	Teacher - TOH and Asst. Principal
Russell, Kristin	BCBA
Sisco, Dawn	Teacher - TOSD
Sloane, Janice	Instructional Aide
Starner, Laura	Teacher - TOH



**Linda A. Phillips**  
**Director/Principal**

**Visit our website: [www.theeducationacademy.com](http://www.theeducationacademy.com)**  
**505 N. Main Street (Rt. 9), Lanoka Harbor, New Jersey 08734**  
**Office 609-693-3322 • Fax 609-693-5454**  
**E-mail: [educationacademy@comcast.net](mailto:educationacademy@comcast.net)**

Reviewed and Updated on March 20, 2020

Dear District Case Managers and Kevin W. Ahearn, Executive County Superintendent:

This memo is an update to The Education Academy's previously submitted Emergency Preparedness Plans completed checklist sent March 13, 2020.

Please note that the following procedures and tools will continue until school re-opens, therefore including our Extended School Year Program:

- Parent and Guardian contact numbers and computer domains and email addresses are continually updated when necessary to allow student full access to remote and virtual learning platforms and telecommunications.
- The Administrative Secretary will remotely forward teacher class work folders to parent e-mails.
- Our online partners and programs will be available to parents, guardians and students with applicable pass codes distributed.
- All work will be monitored by staff via e-mail and/or phone contact daily.
- All staff contracted with The Education Academy will be working throughout school closures as requested and agreed upon.
- Staff includes administrative staff, business manager, teachers, instructional aides, one-to-one aides, counselor, speech therapist, occupational therapist, behaviorist, health and physical education and school nurse.
- Moby-Max for all subject areas
- Reading A-Z
- Spelling Classroom
- Epic Books
- Accelerated Reader
- Go Math
- Discovery Education-all subject areas
- Splash Learn
- Starfall
- ABCYA
- Behaviorist supplied and monitored Support Action Plans for Remote Schooling
- Zoom
- Google Meets, Google Hangouts
- Virtual Field Trips\*\*

- The Library Is Open\*\*
- **Live Interactive Feed from our partners at Puppy Love Rescue\*\***
- Parents to alert principal, counselor and therapists if any family member is tested or diagnosed with symptoms and diagnoses that are a concern of the closure so the appropriate agencies (CDC, DOH etc.) can be notified and updated and the school nurse can monitor compliance and provide recommendations.
- Administration will advise counselor of needs and requests by students and families.
- DOE Broadcasts, ASAH, NAPSEC, Federal and State guidance, Professional Development, Our District Partners, DCPD, Law Guardians, DOH, Department of Homeland Security, Police, Fire, Rescue, Crisis Intervention, Physicians- Therapists-Counselors- Psychiatrists- with whom we have reciprocity agreements with-, will all be consulted where deemed necessary, regulated and for the health, safety and well-being of our families, students, staff and community members.
- Staff and student work logs and parent and student contact logs will be provided to our partners in education as requested monthly to coincide with attendance records and billing
- The school website [www.theeducationacademy.com](http://www.theeducationacademy.com) and the parent portal on same will be updated regularly throughout the closure.

\*\*New For ESY

Thank you all for your continued support.

Respectfully Submitted May 7, 2020

Linda A. Phillips, Director



## **The Education Academy**

### **Resolution**

#### **Equity and Justice in Education**

**WHEREAS**, The Education Academy Board of Directors believes that schools play an active role in shaping the values of citizens and future leaders; and

**WHEREAS**, The Education Academy Board of Directors believes that successful citizens and leaders possess open minds, embrace diversity and combat all forms of bias and prejudice including but not limited to racism, sexism, ageism, religious prejudice, classism, homophobia and nationalism; and

**WHEREAS**, The Education Academy Board of Directors shall to strive to incorporate and promote justice and equity in all aspects of school operations;

**NOW, THEREFORE, BE IT RESOLVED** that The Education Academy Board of Directors provides for the chief school administrator to promote justice and equity in all aspects of school operations including but not limited to:

- A. Employment opportunities, including recruitment, hiring, promotion, training, transfer, separation from service, recall to service, compensation, and benefits.
- B. Curriculum that minimizes a student's exposure to implicit bias and teaches the contributions of individuals from diverse cultures, races and backgrounds including but not limited to African-Americans, persons with disabilities, individuals who identify as lesbian, gay, bisexual, and transgender (LGBTQ), as well as other legally recognized protected classes;
- C. Curriculum materials that are written and published by individuals from diverse genders, cultures, races and backgrounds including but not limited to African-Americans, persons with disabilities, and individuals identifying as lesbian, gay, bisexual, transgender, or queer (LGBTQ);
- D. Equitable access to school equipment and resources including but not limited to technology and necessary infrastructure to maintain access to technology, liberal arts, and media resources;
- E. Equitable access to school programs and resources for all students including students with disabilities. Programs and resources include but are not limited to guidance and counseling services, the gifted and talented program, extracurricular activities and athletics;
- F. Equity in the application of conduct and discipline policy and the code of student conduct to ensure that no specific class of student is disproportionately represented in detentions, suspensions and expulsions;
- G. Equity in class assignments, particularly in qualification for and the placement of students in advanced classes;
- H. Equity in grading practices, with the use of assessment tools designed to identify skills that students actually possess;
- I. Professional development opportunities as part of the district professional development plan on topics related to combating bias and prejudice in school operations;
- J. Developing effective intervention and referral procedures and remediation options for students and for more systemic problems at the class, grade and school levels.

## The Education Academy

Monday		Tuesday		Wednesday		Thursday		Friday	
8:45 – 9:15	Arrival, Temperature checks, Announcements	Arrival, Temperature checks, Announcements	Arrival, Temperature checks, Announcements	Arrival, Temperature checks, Announcements	Arrival, Temperature checks, Announcements	Arrival, Temperature checks, Announcements	Arrival, Temperature checks, Announcements	Arrival, Temperature checks, Announcements	Arrival, Temperature checks, Announcements
9:15 -9:45	Rader PE Hojnacki PE	Rader PE Hojnacki PE Rusch Computers 9:15 -9:55	Rader PE Hojnacki PE Starnier Computers 9:15 -9:55	Rader PE Hojnacki PE	Rader PE Hojnacki PE	Rader PE Hojnacki PE	Rader PE Hojnacki PE	Rader/ Starnier sensory	
9:45 – 10:15	Rusch PE 10:00 – 10:30 9:45-9:55 /Rader BR/HW 10-10-10 Starnier/Hojnacki BR/HW	Rusch PE 10:00 – 10:30 9:45-9:55 /Rader BR/HW 10-10-10 Starnier/Hojnacki BR/HW	Rusch PE 10:00 – 10:30 9:45-9:55 /Rader BR/HW 10-10-10 Starnier/Hojnacki BR/HW	Rusch PE 10:00 – 10:30 9:45-9:55 /Rader BR/HW 10-10-10 Starnier/Hojnacki BR/HW	Rusch PE 10:00 – 10:30 9:45-9:55 /Rader BR/HW 10-10-10 Starnier/Hojnacki BR/HW	Rusch PE 10:00 – 10:30 9:45-9:55 /Rader BR/HW 10-10-10 Starnier/Hojnacki BR/HW	Rusch PE 10:00 – 10:30 9:45-9:55 /Rader BR/HW 10-10-10 Starnier/Hojnacki BR/HW	Rusch/ sensory10 -10:30 9:45-9:55 /Rader BR/HW 10-10-10 Starnier/Hojnacki BR/HW	
10:15 – 10:45	10:15-10:25 <i>Holly</i> BR/HW 10:30-10:45 Rusch BR/HW	Hojnacki Computers 10:15 -10:55 10:15-10:25 <i>Holly</i> BR/HW 10:30-10:45 Rusch BR/HW	Computers 10:15 -10:55 10:15-10:25 <i>Holly</i> BR/HW 10:30-10:45 Rusch BR/HW	10:15-10:25 <i>Holly</i> BR/HW 10:30-10:45 Rusch BR/HW	10:15-10:25 <i>Holly</i> BR/HW 10:30-10:45 Rusch BR/HW	10:15-10:25 <i>Holly</i> BR/HW 10:30-10:45 Rusch BR/HW	10:15-10:25 <i>Holly</i> BR/HW 10:30-10:45 Rusch BR/HW	10:15-10:25 <i>Holly</i> BR/HW 10:30-10:45 Rusch BR/HW	
10:45 – 11:15	Starnier PE	Starnier PE 10:55-11:15 Hojnacki BR/HW	Starnier PE 10:55-11:15 Rusch BR/HW	Starnier PE	Starnier PE	Starnier PE	Starnier PE	Hojnacki/ <i>Holly</i> sensory 10:45 -11:15	
11:15 - 11:45	PE 11:30 -12:00 Starnier HW/BR Boys Room	Rader Computers 11:15 – 11:55 PE 11:30 -12:00 Starnier HW/BR Boys Room	Rader Computers 11:15 -11:55 PE 11:30 -12:00 Starnier HW/BR Boys Room	PE 11:30 -12:00 Starnier HW/BR Boys Room	PE 11:30 -12:00 Starnier HW/BR Boys Room	PE 11:30 -12:00 Starnier HW/BR Boys Room	PE 11:30 -12:00 Starnier HW/BR Boys Room	APE Starnier HW/BR Boys Room	
11:45- 12:00	<i>Holly</i> HW/BR Girls Room	<i>Holly</i> HW/BR Girls Room	<i>Holly</i> HW/BR 11:55-12:05 Girls room	<i>Holly</i> HW/BR Girls Room	<i>Holly</i> HW/BR Girls Room	<i>Holly</i> HW/BR Girls Room	<i>Holly</i> HW/BR Girls Room	<i>Holly</i> HW/BR Girls Room	
12:00 – 1:00	HW/BR 12:00- 12:10 Lunch/Recess 12 – 12:30 Upstairs Recess 12:30 – 1 Downstairs Recess <i>Upstairs inside BR/HW</i> 12:20-12:30 <i>Upstairs Outside BR/HW</i> 12:30-12:40	HW/BR 12:00- 12:10 Lunch/Recess 12 – 12:30 Upstairs Recess 12:30 – 1 Downstairs Recess <i>Upstairs inside BR/HW</i> 12:20-12:30 <i>Upstairs Outside BR/HW</i> 12:30-12:40	HW/BR 12:00- 12:10 Lunch/Recess 12 – 12:30 Upstairs Recess 12:30 – 1 Downstairs Recess <i>Upstairs inside BR/HW</i> 12:20-12:30 <i>Upstairs Outside BR/HW</i> 12:30-12:40	HW/BR 12:00- 12:10 Lunch/Recess 12 – 12:30 Upstairs Recess 12:30 – 1 Downstairs Recess <i>Upstairs inside BR/HW</i> 12:20-12:30 <i>Upstairs Outside BR/HW</i> 12:30-12:40	HW/BR 12:00- 12:10 Lunch/Recess 12 – 12:30 Upstairs Recess 12:30 – 1 Downstairs Recess <i>Upstairs inside BR/HW</i> 12:20-12:30 <i>Upstairs Outside BR/HW</i> 12:30-12:40	HW/BR 12:00- 12:10 Lunch/Recess 12 – 12:30 Upstairs Recess 12:30 – 1 Downstairs Recess <i>Upstairs inside BR/HW</i> 12:20-12:30 <i>Upstairs Outside BR/HW</i> 12:30-12:40	HW/BR 12:00- 12:10 Lunch/Recess 12 – 12:30 Upstairs Recess 12:30 – 1 Downstairs Recess <i>Upstairs inside BR/HW</i> 12:20-12:30 <i>Upstairs Outside BR/HW</i> 12:30-12:40	HW/BR 12:00- 12:10 Lunch/Recess 12 – 12:30 Upstairs Recess 12:30 – 1 Downstairs Recess <i>Upstairs inside BR/HW</i> 12:20-12:30 <i>Upstairs Outside BR/HW</i> 12:30-12:40	
1:00 -1:30	APE	APE	APE	APE	APE	APE	APE	APE	
1:30- 2:00	<i>Holly</i> PE /Rader HW/BR 1:45-1:55	<i>Holly</i> PE HW/BR 1:45-1:55	Clubs/APE HW/BR 1:45-1:55	<i>Holly</i> PE HW/BR 1:45-1:55	<i>Holly</i> PE HW/BR 1:45-1:55	<i>Holly</i> PE HW/BR 1:45-1:55	<i>Holly</i> PE HW/BR 1:45-1:55	<i>Holly</i> PE HW/BR 1:45-1:55	
2:00 – 2:30	Starnier/Hojnacki HW/BR 2:00-2:15 <i>Holly</i> /Rusch HW/BR 2:15-2:30	Starnier/Hojnacki HW/BR 2:00-2:15 <i>Holly</i> /Rusch HW/BR 2:15-2:30	Clubs/APE Starnier/Hojnacki HW/BR 2:00-2:15 <i>Holly</i> /Rusch HW/BR 2:15-2:30	Starnier/Hojnacki HW/BR 2:00-2:15 <i>Holly</i> /Rusch HW/BR 2:15-2:30	Starnier/Hojnacki HW/BR 2:00-2:15 <i>Holly</i> /Rusch HW/BR 2:15-2:30	Starnier/Hojnacki HW/BR 2:00-2:15 <i>Holly</i> /Rusch HW/BR 2:15-2:30	Starnier/Hojnacki HW/BR 2:00-2:15 <i>Holly</i> /Rusch HW/BR 2:15-2:30	Starnier/Hojnacki HW/BR 2:00-2:15 <i>Holly</i> /Rusch HW/BR 2:15-2:30	
2:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	

## **Computer Schedule 2020/2021**

	<b><u>Tuesday</u></b>	<b><u>Wednesday</u></b>
9:15 – 9:55	Mrs. Rusch	Mrs. Starnier
10:15 – 10:55	Mrs. Hojnacki	Mrs. Sisco
11:15 – 11:55	Ms. Rader	Ms. Holly

# The Education Academy

## Physical Education Schedule School Year 2020-2021

	<b>Monday</b> P.E.	<b>Tuesday</b> P.E.	<b>Wednesday</b> P.E.	<b>Thursday</b> P.E.	<b>Friday</b> Rotating sensory schedule sensory/P.E.
9:15 - 9:45	Ms. Rader/ Mrs. H.	Ms. Rader/ Mrs. H.	Ms. Rader/ Mrs. H.	Ms. Rader/ Mrs. H.	<u>9:15 - 9:45</u> Rader/Starner
10:00 - 10:30	Mrs. Rusch	Mrs. Rusch	Mrs. Rusch	Mrs. Rusch	<u>10:00 - 10:30</u> Rusch/Sisco
10:45 - 11:15	Mrs. Starner	Mrs. Starner	Mrs. Starner	Mrs. Starner	<u>10:45 - 11:15</u> Mrs. H/Holly
11:30 - 12:00	Mrs. Sisco	Mrs. Sisco	Mrs. Sisco	Mrs. Sisco	APE
12:00 - 1:00	LUNCH/PREP	LUNCH/PREP	LUNCH/PREP	LUNCH/PREP	LUNCH/PREP
1:00 - 1:30	APE	APE	CLUBS/APE	APE	APE
1:30 - 2:00	Ms. Holly	Ms. Holly	CLUBS/APE	Ms. Holly	Ms. Holly

As always, your flexibility is greatly appreciated.



### **Second Floor Social Studies/Science/Health Schedule**

	Monday	Tuesday	Wednesday	Thursday	Friday
Social Studies	Rader			Hojnacki	Rusch
Science	Hojnacki			Rusch	Rader
Health	Rusch			Rader	Hojnacki

Classroom Instruction 1:15-2:00 with independent study in homeroom class once a week. Each teacher will rotate and the classes will remain in homeroom class

### Rotating Arrival/Dismissal Aide Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Jane G	Jackie	Janice	Amy	Zach
PM	Geri	Geri	Geri	Geri	Geri

### Stairwell Coverage

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Jackie	Janice	Amy	Zach	Jane G
PM	Zach	Jane G	Jackie	Janice	Amy

### Rotating Recess Schedule

Your recess time will remain the same as it has during the last school year; however, the items that are accessible to your class will rotate daily. It is the responsibility of the teacher and the aide to sanitize the equipment that your class has utilized after each use. This is a rotating schedule therefore after the third day we go back to day one.

First Floor Schedule: 12:30 PM-1:00 PM

	Basketball Court/Swings	Blacktop/Jungle Gym Area	Inside Recess
Day 1	Holly	Sisco	Starner
Day 2	Sisco	Starner	Holly
Day 3	Starner	Holly	Sisco

Second Floor Schedule: 12:00PM- 12:30 PM

	Basketball Court/Swings	Blacktop/Jungle Gym Area	Inside Recess
Day 1	Hojnacki	Rader	Rusch
Day 2	Rader	Rusch	Hojnacki
Day 3	Rusch	Hojnacki	Rader

## Bathroom Schedule

### First Floor:

Monday	Tuesday	Wednesday	Thursday	Friday
9:45-9:55 Sisco 10:00-10:10 Starner 10:15-10:25 Holly	9:45-9:55 Sisco 10:00-10:10 Starner 10:15-10:25 Holly	9:45-9:55 Sisco 10:00-10:10 Starner 10:15-10:25 Holly	9:45-9:55 Sisco 10:00-10:10 Starner 10:15-10:25 Holly	9:45-9:55 Sisco 10:00-10:10 Starner 10:15-10:25 Holly
11:30-11:45 Starner 11:45-12:00 Holly 12:00-12:10 Sisco	11:30-11:45 Starner 11:45-12:00 Holly 12:00-12:10 Sisco	11:30-11:45 Starner 11:45-12:00 Holly 12:00-12:10 Sisco	11:30-11:45 Starner 11:45-12:00 Holly 12:00-12:10 Sisco	11:30-11:45 Starner 11:45-12:00 Holly 12:00-12:10 Sisco
1:45-1:55 Sisco 2:00-2:15 Starner 2:15-2:30 Holly	1:45-1:55 Sisco 2:00-2:15 Starner 2:15-2:30 Holly	1:45-1:55 Sisco 2:00-2:15 Starner 2:15-2:30 Holly	1:45-1:55 Sisco 2:00-2:15 Starner 2:15-2:30 Holly	1:45-1:55 Sisco 2:00-2:15 Starner 2:15-2:30 Holly

### Second Floor:

Monday	Tuesday	Wednesday	Thursday	Friday
10:00 Rader 10:00-10:10 Hojnacki 10:30-10:45 Rusch	10:00 Rader 10:00-10:10 Hojnacki 10:30-10:45 Rusch	10:00 Rader 10:00-10:10 Hojnacki 10:30-10:45 Rusch	10:00 Rader 10:00-10:10 Hojnacki 10:30-10:45 Rusch	10:00 Rader 10:00-10:10 Hojnacki 10:30-10:45 Rusch
12:20-12:30 Inside Recess 12:30-12:40 Outside Recess	12:20-12:30 Inside Recess 12:30-12:40 Outside Recess	12:20-12:30 Inside Recess 12:30-12:40 Outside Recess	12:20-12:30 Inside Recess 12:30-12:40 Outside Recess	12:20-12:30 Inside Recess 12:30-12:40 Outside Recess
1:45-1:55 Rader 2:00-2:15 Hojnacki 2:15-2:30 Rusch	1:45-1:55 Rader 2:00-2:15 Hojnacki 2:15-2:30 Rusch	1:45-1:55 Rader 2:00-2:15 Hojnacki 2:15-2:30 Rusch	1:45-1:55 Rader 2:00-2:15 Hojnacki 2:15-2:30 Rusch	1:45-1:55 Rader 2:00-2:15 Hojnacki 2:15-2:30 Rusch





# The Road Back

## Restart and Recovery Plan for Education

### New Jersey Department of Education



Philip D. Murphy  
Governor

Kevin Dehmer  
Interim Commissioner

Date: July 24, 2020  
Section: Supplementary

#### Clarifying Expectations Regarding Fulltime Remote Learning Options for Families in 2020-2021

##### Background

The New Jersey Department of Education ("NJDOE")'s reopening guidance, "The Road Back: Restart and Recovery Plan for Education," ("guidance") emphasizes the Administration's expectation that school buildings will open in some capacity for in-person instruction and operations in Fall 2020 (see, e.g. The Road Back pages 6, 46, and 49). The guidance further acknowledges that the health and safety standards expected to govern school operations might necessitate the establishment of "hybrid" learning models under which schools deliver both in-person and remote learning (see, e.g., page 46). To assist schools and districts in developing and implementing such hybrid models, the guidance provides several sample methods and considerations for scheduling in-person, remote, or hybrid learning (e.g. establishing district-determined cohorts as outlined in pages 51-52; prioritizing in-person instruction for students without access to educational technology needed for remote learning as outlined on page 75; and providing accommodations for students who are at higher risk for severe illness as outlined in "Critical Area of Operation #1: General Health and Safety Guidelines").

##### Update: Additional Anticipated Minimum Standard

This update includes an additional "Anticipated Minimum Standard," as that phrase is used throughout "The Road Back: Restart and Recovery Plan for Education." This additional anticipated minimum standard provides that, in addition to the methods and considerations explicitly referenced in the guidance for scheduling students for in-person, remote, or hybrid learning, families/guardians may submit, and school districts shall accommodate, requests for fulltime 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 and charter school or renaissance school boards of trustees adopt policies that address, at a minimum:

1. **Unconditional Eligibility for Fulltime Remote Learning:** All students are eligible for fulltime 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



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Deaf, regional day schools, college operated programs, and approved private schools for students with disabilities).

2. **Procedures for Submitting Fulltime Remote Learning Requests:** It is important to clearly define procedures that a family/guardian must follow to submit a request for fulltime 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 fulltime 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 fulltime 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 fulltime remote learning.

Upon satisfaction of these minimum procedures, the district must approve the student's fulltime remote learning request.

3. **Scope and Expectations of Fulltime Remote Learning:** A student participating in the board's fulltime 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, fulltime 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 fulltime 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:**





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- i. Definition of the minimum amount of time a student must spend in fulltime 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 fulltime 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 fulltime remote learning around the State. Therefore, school districts will be expected to report to the NJDOE data regarding participation in fulltime remote learning. Data will include number of students participating in fulltime 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 fulltime remote learning policy;
  - ii. Procedures for submitting fulltime remote learning requests;
  - iii. Scope and expectations of fulltime 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.