

LEA Name: North Caldwell

Date (06/04/2021):

Date Revised): 12/08/2023

1. Maintaining Health and Safety

For each mitigation strategy listed below (A–H), please describe how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC.

A. Universal and correct wearing of mask:

Masks will be optional. Respect for each individual's choice will continue to be enforced.

B. Physical distancing:

Physical distancing of 3 feet with all desks facing forward during periods of high community transmission.

C. Handwashing and respiratory etiquette:

Proper hand washing procedures will be reinforced

- Students will be taught the five steps for washing hands correctly:
 - Wet hands with clean, running water, turn off tap and apply soap
 - Lather hands by rubbing them together with the soap. Lather the backs of hands, between fingers and under nails
 - Scrub hands for at least 20 seconds (Hum the Happy Birthday song)
 - Rinse hands well under clean, running water
 - Dry hands using a clean towel

Wash hands frequently with soap and water for 20 seconds

- After using bathroom
- Before eating
- After blowing nose, coughing or sneezing
- Before and after going outside
- If water not available hand sanitizer that contains at least 60% alcohol can be used

Cover mouth and nose with a tissue or sleeve when coughing or sneezing

- Students will wash hands following a cough or sneeze

- Hand sanitizer will be placed on desk and used after sneezing and coughing
- Wipe down desk areas and/or materials/surfaces with sanitizer following a sneeze or cough

Proper hygiene procedures will be taught and reinforced at all times:

- Avoid touching eyes, nose and mouth
- Avoid close contact with people who are sick

D. Cleaning and maintaining healthy facilities, including improving ventilation:

All CDC cleaning and disinfecting procedures will be implemented. More frequent cleaning of communal surfaces will be implemented throughout the day.

Quarantine Procedures:

CDC protocols will be followed and adhered to at all times. Students and/or staff who test positive for COVID-19 and/or symptomatic for COVID-19 will:

- Stay home and isolate for 5 days (Day 0 is the first day of symptoms)
- Return to school on Day 6 if fever free for 24 hours and symptoms have begun to resolve
- No test required to return to school

F. Diagnostic and screening testing

The CDC no longer recommends routine screening testing in schools. Parents will complete a single attestation at the beginning of the year to indicate that they will monitor their children for symptoms on a daily basis and not send a child who is sick to school. Parents will be encouraged to keep children home if they are feeling unwell and/or exhibiting any of the following symptoms compatible with COVID-19; fever, headache, cough, sore throat, and/or runny nose.

G. Efforts to provide vaccinations to educators, other staff, and students, if eligible

Efforts will be made to encourage all students and staff to stay up to date with their vaccines. Parents will be encouraged to provide the school nurses with dates of all vaccinations and/or booster shots.

H. Appropriate accommodations for children with disabilities with respect to the health and safety policies

Unless otherwise indicated due to medical reasons, students with disabilities will follow the health and safety protocols in place within the school environment. Each student's IEP will be systematically reviewed to ensure all programs and services are being delivered and/or if any additional modifications, accommodations are required. Additionally, for medically fragile students, medical plans will be developed in consultation with each child's physician.

2. Ensuring Continuity of Services

A. Describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff's social, emotional, mental health, and other needs, which may include student health and food services.

Social Emotional Supports:

The School Psychologist will consult with teachers and visit classrooms to look for signs of anxiety and stress.

- Teachers will be provided with training to develop and enhance their ability to identify warning signs that would suggest that a student may have been traumatized and/or experience some degree of emotional distress as a result of the public health emergency. These signs may include:
 - Anxiety, fear and worry about safety of self and others (clingier to parent or teacher)
 - Changes in behavior that may include;
 - Increased activity level
 - Decreased attention and/or concentration
 - Withdrawal from others
 - Angry outbursts and/or aggression
 - Increased somatic complaints (headaches, stomachaches, overreacting to minor bumps)
 - New fears
 - Absenteeism

- Teachers will incorporate mindfulness strategies into classroom settings
- Students who are evidencing signs of difficulty adjusting socially or emotionally will be referred to the School Psychologist or School Social Worker for counseling and/or assessment of extent of impact on overall emotional health
- Students will be provided with techniques for dealing with overwhelming emotional reactions
- Parents will be contacted to provide information regarding resources that they can access to assist their child to recover from a traumatic event
- Links to information regarding COVID-19 and links to information to help parents navigate discussions with children regarding COVID-19 will be place on district website
- Social Emotional programing will be implemented within the school setting
- School Psychologist and School Social Worker will monitor faculty and staff to provide support and/or recommendations to handle any anxiety or stress that staff members may be experiencing

Behavioral Supports:

- The BCBA will be available to consult with classroom teachers to develop behavioral plans and/or strategies and techniques to modify behavior
- The BCBA and School Psychologists will be available to provide support and guidance to parents as needed

Academic Supports:

- Baseline assessments will be administered to determine mastery of previously taught grade level concepts and standards
- Teachers will differentiate instruction to address areas of deficits/delays in academic areas within whole group, small group and 1:1 instructional paradigms
- Before and/or afterschool Title 1 tutoring will be provided for students at-risk for academic failure
- Students at-risk for academic failure will be referred to the I&RS committee to identify specific areas of academic challenge so that an individualized learning plan can be developed that includes specific goals and objectives to be implemented within the classroom and during pull-out basic skill instruction
- Enrollment in Basic Skills program to provide direct instruction to provide remediation for any area of delay in grade level standards in a 1:1 or 2:1 setting.
- Consultation with Learning Disabilities Teacher Consultant to identify strategies/interventions to assist students with meeting grade-level standards

3. Public Comment

A. Describe how the LEA sought public comment on its plan, and how it took those public comment into account in the development of its plan.

Note, the ARP requires that LEAs seek public comment for each 60-day revision to the plan.

Representatives of all stakeholder groups (Teachers, Administrators, Board Members, Parents, School Nurses, Union Members, School Physician, Custodians) provided input to the school reopening plan via membership on the Restart Committee. The Board of Education created a COVID committee so that the plan could be consistently reviewed and updated based on the latest information from the CDC and NJDOH. The COVID committee reported on the plan and any updates during regularly scheduled Board meetings. Community members were provided with the opportunity to ask questions or comment on any procedures during the public comment section of the meeting. Additionally, community members were encouraged to reach out to members of the COVID committee and/or administration should they have any questions or concerns.

B. Describe how the LEA ensured that the plan is in an understandable and uniform format; is to the extent practicable written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, will be orally translated for such a parent; and upon request by a parent who is an individual with a disability as defined by the ADA, will be provided in an alternative format accessible to that parent.

To ensure that the reopening plan was in a format that was in a language that parents could understand, the school information system was reviewed to determine if any family required the plan to be translated into another language.