

Our Lady of Mount Carmel School

Diocese of Trenton

Pandemic Management Plan

Updated March 19, 2020



Mrs. Theresa Craig, Principal

Fr. Miguel Virella, Pastor

**Our Lady of Mount Carmel School
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General Information Regarding Potential Outbreak

March 3, 2020 -Many childcare centers, school administrators, teachers and parents within New Jersey are concerned about how the current outbreak of the 2019 Novel Coronavirus (COVID-19) will impact their communities and wish to take appropriate steps to mitigate any risks. The word "novel" means new. The Centers for Disease Control and Prevention (CDC) is working to learn as much as possible about this new virus so that they can better understand how it spreads and its associated illness.

The New Jersey Department of Health is also developing guidance and education materials should this new virus impact our residents. Imported cases of COVID-19 in travelers have been detected in the United States. More cases are likely to be identified in the coming days, including more cases in the United States. It's likely that person-to-person spread will continue to occur, including in the United States.

Widespread transmission of COVID19 in the United States would translate into large numbers of people needing medical care at the same time. Schools, childcare centers, workplaces, and other places for mass gatherings may experience more absenteeism. Public health and healthcare systems may become overloaded, with elevated rates of hospitalizations and deaths. Other critical infrastructure, such as law enforcement, emergency medical services, and transportation industry may also be affected. Health care providers and hospitals may be overwhelmed.

At this time, there is no vaccine to protect against COVID-19 and no medications approved to treat it. Personal protective measures including good hygiene habits and use of nonpharmaceutical interventions will be the most important response strategy. Though the CDC considers COVID-19 to be a serious public health concern based on current information, the immediate health risk to the general U.S. public is considered low at this time.

The CDC and the World Health Organization are closely monitoring the national and global situation and providing ongoing guidance. At this time, the CDC recommends avoiding nonessential travel to China, Iran, Italy, and South Korea. There are additional countries with travel alerts. Updated travel information specific to COVID-19 can be found at <https://www.cdc.gov/coronavirus/2019-ncov/travelers/index.html>

Preface

Pandemic is defined as a disease affecting or attacking the population of an extensive region, including several countries, and/or continent(s). A pandemic occurs when a new virus emerges for which people have little or no immunity. The disease spreads easily person-to-person causing serious illness that can sweep across the country and around the world in a very short amount of time.

The response to, and mitigation of, the health and social consequences of a pandemic will take place at both the federal, state and local levels, with the New Jersey Department of Health assuming the lead for the public health response. Based on studies of past pandemics, the most effective approach seems to be when actions are taken early and quickly. Schools that respond promptly and with more layered protective measures will fare better during an emergency. In order to rapidly respond to crisis situations, all schools should have an updated Crisis Management Plan. Such plans should be flexible enough to encompass all hazards, including pandemic. They should address the four phases of emergency management planning: (1) Mitigation and Prevention; (2) Preparedness; (3) Response; and (4) Recovery.

The following Pandemic Management Plan is an addendum to the school's Crisis Management Plan, and specifically designed for Our Lady of Mount Carmel School. It is designed as guidance with specific steps to address the unique challenges that could rapidly unfold. It has been customized by adding information that is unique to the school. The Pandemic Management Plan links the four phases of emergency planning to the topics that need to be covered by all schools. These include: (1) planning, coordination and evaluation; (2) infection control policies and procedures; (3) communications planning; and (4) continuity of student learning and core operations. It also identifies legal authorities and organizational structures that facilitate pandemic response activities.

Planning

The Pandemic Management Plan is an addendum to the individual school's Crisis Management Plan.

- A pandemic is an event with significant consequences. Effective and comprehensive planning will help to mitigate the impact of a pandemic in schools.
- Coordinated pandemic planning must encompass all stakeholders and work in conjunction and community partners, including:
 - Federal, state, county and local public health agencies
 - State and local emergency management agencies
 - Community healthcare providers
 - Community hospitals
- Informational sites that can be of importance during a crisis (specific to COVID 19):
 - Centers for Disease Control and Prevention (CDC) - Interim Guidance for Administrators of US Childcare Programs and K-12 Schools
https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fspecific-groups%2Fguidance-for-schools.html
 - Centers for Disease Control and Prevention (CDC) - Coronavirus Disease 2019 (COVID-19) Situation Summary
<https://www.cdc.gov/coronavirus/2019-ncov/summary.html>
 - New Jersey Department of Health - COVID 19: Information for Schools and Businesses
https://www.nj.gov/health/cd/topics/covid2019_schoolbusiness.shtml
 - New Jersey Department of Health - New Jersey Department of Health COVID-19 Guidance for Child Care and K-12 Schools (March 4, 2020)
https://www.nj.gov/health/cd/topics/covid2019_professionals.shtml
 - New Jersey Department of Education
www.nj.gov/education/topics/index.shtml

Pandemic Planning

Schools represent an important point of epidemic amplification, and the children are often thought to be efficient transmitters of disease in any setting. The goal of these interventions is to both protect children and decrease the transmission of the virus among all participants in a school setting. The school will focus on safe hygiene policies and procedures to ensure the safety of its entire community.

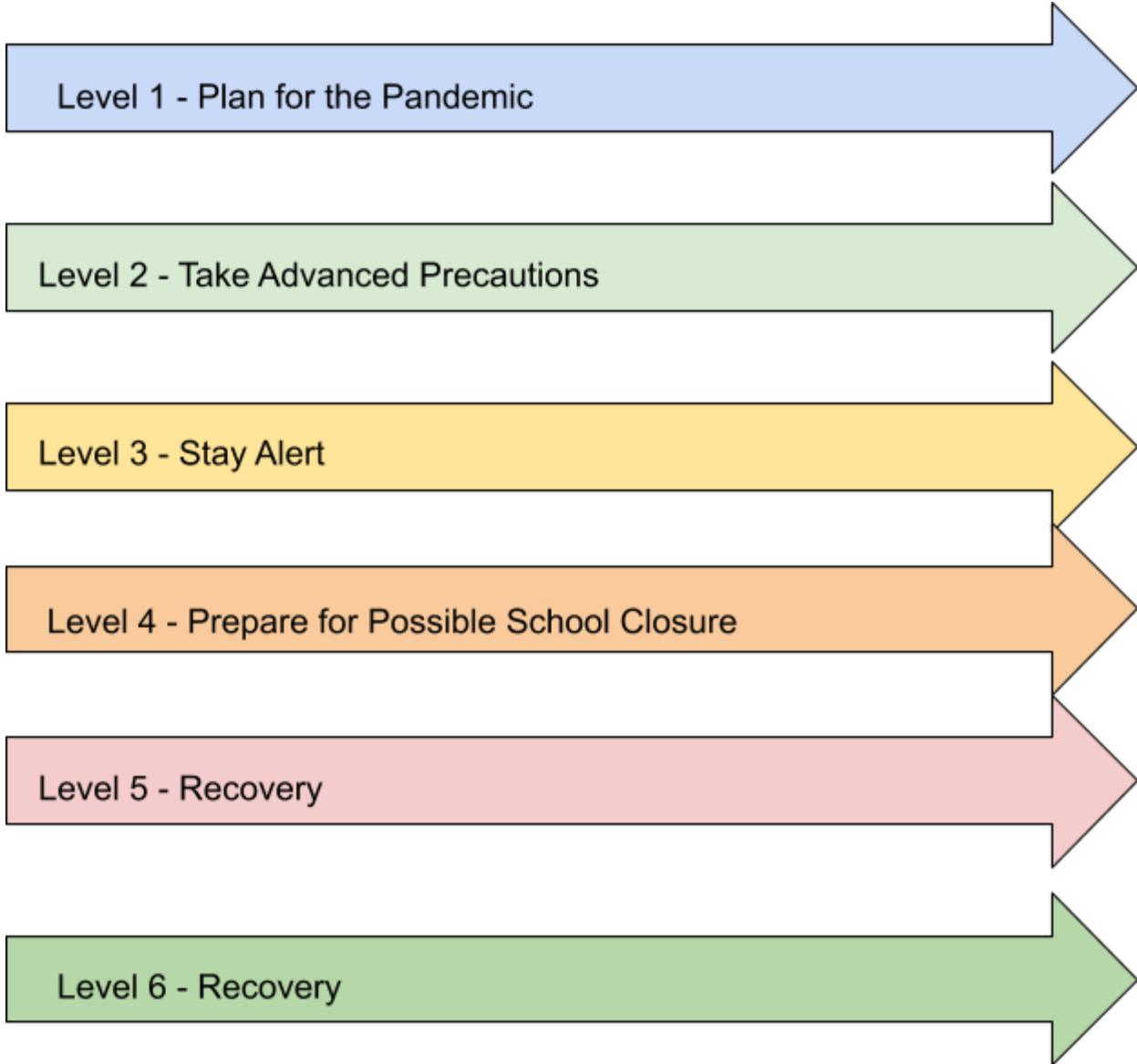
It must be acknowledged that closing school during a pandemic can raise significant problems for many families in relationship to child-care and employment. As a result, these considerations must be weighed against the severity of a given pandemic virus and to its potential impact to the community at large and, more specifically, to its children. Modifying and/or canceling of after school events and extra-curricular activity is also a possibility when considering steps to slow the transmission of a virus.

While the closure of a school may help slow the spread of disease through a community and lower its overall impact, the latest planning strategy will be to close schools only as a last resort for preventing the spread of infection.

In the event of a pandemic requiring school closure, resumption of normal activities in private and public sectors may be difficult after the first wave of the pandemic passes. It is recommended for educational purposes that teachers plan for 2-3 weeks of prepared lesson plans.

Carefully review student exposure to various outlets during a pandemic, including, but not limited to, school trips, service opportunities, and community involvement.

Planning Levels



Surveillance Levels

Standard Surveillance

No activity reported in the community:

- Monitor and log daily attendance for increased reports of absence.
- Report absences to the local health department as soon as absentee rates begin to rise.

Heightened Surveillance

Activity reported in the community:

- Continue monitoring and logging daily attendance.
- Send a weekly absence report to the local health department (as per requirements or request of state/local health department).

Intensive Surveillance

High number of cases reported in the community:

- Continue monitoring and logging daily attendance.
- Send daily absence report to the local health department (as per requirements or request of state/local health department)
- Be prepared for potential school closure.

Planning Checklist

Level 1 - Pre-planning

Dioscean Suggestions	OLMC Response
<ul style="list-style-type: none"> Appoint a pandemic manager to co-ordinate plan development. 	3/3/20 - Theresa Craig, principal
<ul style="list-style-type: none"> Establish an Incident Command System (ICS) for a pandemic outbreak by identifying appropriate personnel and chain of command in case of illness. 	3/4/20 - Additional Key Personnel Kaitlyn O'Meara - Vice Principal Clela McCormick - School Nurse Eulysis Gil-Sanchez - Director of Buildings & Grounds Loretta Gluckstein, Cafeteria Manager Gary Brandon, Director of Technology Justine Napolitano, School Secretary MaryKate Sternik, Administrative Designee Coral Carpio, Community Liaison
<ul style="list-style-type: none"> Ensure that the school's contact information is up to date. 	3/5/20 - T. Craig call to Monmouth DOH to update contact info 3/12/20 - Filed update to contact info to MDOH 3/12/20 - Completed updated contact for NJDOE
<ul style="list-style-type: none"> Create a contact list of key personnel with updated phone numbers and email addresses. 	3/9/20 - Created form for staff to fill out Staff Emergency Contact Numbers
<ul style="list-style-type: none"> Ensure that all information phone numbers and email addresses are updated and current in the school's student information system (SIS) and emergency alert system. 	3/9-3/13/20 - Completed by J. Napolitano
<ul style="list-style-type: none"> Conduct planning discussions in conjunction with local public health and emergency management authorities to test the school's pandemic plan. 	Contact with DOH (M. Wysokinski) NJ Dept. of Agriculture (Casey)
<ul style="list-style-type: none"> Plan for the transmission of student and staff absentee statistics to the state/local health department when the nurse is not on site. 	Done via Genesis as requested and needed
<ul style="list-style-type: none"> Record all planning procedures and distribute to the planning team and key 	

personnel.	
<ul style="list-style-type: none"> Develop school closing procedures and a notification plan for staff and parents. 	<p>3/12/20 - Will do via School Messenger Calls & Class Dojo App to parents Staff will be notified in person via email depending</p>
<ul style="list-style-type: none"> Develop plans for the continuity of education in the event of school closing. <p><small>*It should be noted that all communication with parents is done in English and Spanish, but for simplicity in this report English versions of the letters are available.</small></p>	<p>3/3/20-3/12/20 - ongoing 3/3/20 - teachers told to prepare a framework for instruction 3/5/20 - use of PLC time to collaborate 3/10/20 - Website being updated 3/10/20 - teachers given release time to plan and collaborate 3/10/20 - communication sent home to parents 3/11/20 - teachers prepping “Just in Case” kits for students 3/12/20 - further communication sent home to parents 3/13/20 - use of previously planned early dismissal day to finalize plans, loan of device letter to parents 3/14/20 - school open to sign out devices to parents, meal access letter sent to parents</p>
<ul style="list-style-type: none"> Assist the local school district in any exercises where coordination is appropriate. 	<p>3/9/20 - phone call w/ J. Bernyk re: Title personnel 3/9/20 - communication from MOESC via email</p>
<ul style="list-style-type: none"> Ensure that the school is represented at community preparedness exercises, where appropriate. 	<p>3/3/20 - participation in NJDOE conference call 3/6/20 - participation in second NJDOE conference call (non-public) 3/12/20 - participation in Monmouth County preparedness conference call</p>

Level 2 - Take Advanced Precautions

Dioscean Suggestions	OLMC Response
<ul style="list-style-type: none"> Review the pandemic plan in the event of full implementation, checking for up-to-date information from state/local health departments. 	Completed 3/10/20
<ul style="list-style-type: none"> Update the contact list for any changes in information (phone numbers or email addresses). 	Completed 3/13/20
<ul style="list-style-type: none"> Confirm that all student contact information (phone numbers and email addresses) is updated and current in both the SIS and the school's emergency alert system. 	Completed 3/12/20
<ul style="list-style-type: none"> Assist the state/local health department in the collection of student and staff absentee statistics. 	Not requested at this time
<ul style="list-style-type: none"> Begin standard surveillance for illness within the school's population. 	On-going with nurse and school secretary

Level 3 - Keep Alert (initiate surveillance & heightened awareness)

Dioscean Suggestions	OLMC Response
<ul style="list-style-type: none"> Maintain communication with the state/local health departments for the transfer of information. 	On-going as requested
<ul style="list-style-type: none"> Confirm the school's role in local response plans with the local health department and Office of Emergency Management. 	On-going as requested
<ul style="list-style-type: none"> Institute heightened surveillance for illness within the school's population. 	In conjunction with school nurse and school secretary
<ul style="list-style-type: none"> Review the school's pandemic plan with staff to emphasize responsibilities. 	3/13/20 - at previously scheduled faculty meeting
<ul style="list-style-type: none"> Review staff and student contact procedures prior to possible school closing. 	3/9/20 - done by principal, teachers, and school secretary
<ul style="list-style-type: none"> Review the school's closing procedures. 	3/12/20 - done with principal, pastor and business administrator
<ul style="list-style-type: none"> Review the school's plan for continuity of education. 	3/5/20-3/13/20 on-going discussions with faculty and staff

Level 4 - Prepare for Possible Closure

Dioscean Suggestions	OLMC Response
<ul style="list-style-type: none"> Institute intensive surveillance for illness within the school's population. 	On-going with nurse & school secretary
<ul style="list-style-type: none"> Initiate preparations for possible school closure. 	3/11/20-3/13/20 - done with teachers, students, parents, and staff

Level 5 - School Closure - Implement Full Activation of Response Plan

Dioscean Suggestions	OLMC Response
<ul style="list-style-type: none"> Close school as per planned protocol. 	3/13/20 - Notification by DOT via email. Notified staff verbally at faculty meeting Notified parents via School Messenger system
<ul style="list-style-type: none"> Collaborate with local agencies in making school facilities available in local response efforts. 	Remaining in contact with NJ Dept. of Agriculture to manage food service. Collaborating with FSMC, The Nutrition Group to provide meals as needed.

Level 6 - Recovery

Dioscean Suggestions	OLMC Response
<ul style="list-style-type: none"> Assess capacity of staff to resume normal school operations by determining staffing needs based on returning student population. 	
<ul style="list-style-type: none"> Evaluate the success of the pandemic plan and apply modifications where needed. 	

Continuity of Student Learning

Academics - Guiding Principles

- Continuity of operations ensures the preservation of student and staff welfare by establishing policies regarding both physical and virtual access to the school.
- Continuity of operations ensures that the school maintains its educational mission. Planners may consider alternative methods of study, including digital platforms for study.
- Planners may consider the triggers for canceling athletic or other activities where there is an increased risk of disease transmission. When necessary, seek consultation with the NJSIAA (609-259-2776) -<https://www.njsiaa.org/>

Maintaining Student Learning

In the event of school closure, the continuity of education must be planned for in the event of a crisis. Careful consideration should be given to the fact that not all students will have access to devices or the internet and those on line systems may not be fully functional.

Survey families for digital readiness

- Family has access to both a device and the internet
- Family has access to a device but not to the internet
- Family has no device but has access to the internet
- Family has no device and no access to the internet

Subject specific learning packets may be developed for each of the Core Curriculum Content Areas. The learning packets are designed to support student learning for a period of two to three weeks in the event that schools are closed for an extended period of time.

Digital Options Include (but are not limited to):

- Websites - Instructors may utilize their web pages on the school website to post assignments or class notices.
- Email - Instructors can communicate via email. Instructors should use their school email address and only email to parent accounts.
- Biogs - Administrators and teaching staff may use biogs in maintaining contact and assisting students with their assignments.

- On-Line Sites - Instruction can be delivered through the use of on-line sites.
- Alternative Digital Platforms - Alternative digital platforms (closed Facebook and YouTube sites) can be used with the approval of the principal.
- Podcast - teaching staff may use Podcasts for instruction.
- Classroom Alternative Products - Google Classroom, Canvas, Moodle, Schoology, etc.

Students need to have full understanding of how alternate assignments will be administered and assessed. The above alternate means of instruction during a pandemic can lead to the fulfillment of the 180 required instructional days of the school year.

Immediate Pandemic Preparedness Procedures in the Event of A School Closure

Prior to a pandemic emergency in which staff and students cannot physically attend school the following needs to be in place:

- Administrators must have home /cell telephone numbers and email addresses for all staff members.
- Teachers must have telephone numbers and email addresses for all administrators in their school.
- Teachers must have parent contact telephone numbers and email addresses for parents of each student in their classes (SIS should be updated and accurate).
- Parents must have the school's website address.

Teachers may use alternate platforms for student interaction for classroom assignments. Content should be restricted to interaction by parents, students, and administrators of the school. This will allow interaction of the class members without the need of physically being in the same room.

Parents should be encouraged to become acquainted with the school's website, social media, and other digital platforms.

Once the administrator determines that the school will be closed for a pandemic crisis, the following actions will be taken:

- Administrators will employ the emergency alert system to inform all teachers, staff, and parents of the emergency closure. All will be directed to follow up for more instructions on the main school website and/or other digital platforms.
- Teachers will begin using digital platforms to continue the learning process.
- Parents and students will access school sites daily for updates on the emergency situation.
- Administrator (or webmaster, with Administrator's approval) will update the school website daily, if necessary.
- Administrators and faculty will correspond to keep apprised of the status of emergency and curriculum planning.

Families Without Access to Computers or Internet

For the small number of families who do not have computer or internet access:

- Administrators are encouraged to survey families to determine digital access
- Administrators will confer with families regarding alternatives to digital platforms
- Families without devices/internet will be kept informed of the status of school opening by the emergency alert system.

In case of power failures that do not allow communication through telephone and/or Internet, faculty and parents need to be aware of the previously stated procedures and should follow them when such access is available and or restored.

School Closure Preparedness Plan
Teacher Plans for Possible Closure
 as of March 10, 2020

Teachers will provide a 3.5-4.5 hours of activities and lessons in a variety of ways and across a variety of platforms. Support personnel (IDEA, Title 1, 192/193, ELL, etc) will support students as needed through direct contact and via electronic platforms as viable. Teachers will drop lesson plans to a shared Google Drive/File as normal with specific activities listed for on-line learning.

Use of videos from unlisted YouTube Channel OLMCS Videos (not searchable, access via direct link). Teachers can create a playlist organized either by grade or subject area.

Kindergarten - Will communicate with families via Class Dojo, post videos, send home packets, textbooks, supplies

- Math - Geometry Chapter, solving basic addition and subtraction equations
- LA - handwriting practice, "At Home Journal", send home Superkids book (2-3 short stories) with activities
- S/SS - Clouds unit - keep a cloud journal - listen to The Cloud Book by dePaola,
- Religion - St. Patrick & St. Joseph - 2 great men lessons,

First Grade - Communicate with families via Class Dojo, send home packets & materials

- Math - Geometry chapter, review telling time hour/half hour, review +/- skills, ABCya review games, review of data analysis skills
- LA - Celebrity reading books (YouTube), written responses via Google Classroom, Grammar - contractions lesson with videos, interactive games and journal follow up with worksheets, "At Home Journal" 2-3 sentences per day, ABCya reading games
- S/SS - Rainforest Unit
- Religion - Bible Stories found on Google Classroom, write and draw about favorite part, Promise - Gospel Weekly sent home

Second Grade - will communicate with families via Class Dojo, use Google Classroom to post assignments & resources, school YouTube Channel

- Math - continue with current progress (measurement & geometry), use online resources Mathplayground.com, SplashLearn.com, Fun4thebrain.com
- LA - Superkids reader/workbook with current progress, reading log, use funbrain.com for additional access to literature, submit assignments via Google Classroom, backpack pages packet, spellingcity.com for spelling practice, Google Classroom spelling activities, choice activities for spelling
- S/SS - Rocks, minerals, soil Mysteryscience.com

- Religion - Sacramental prep - textbook, We Believe website, Family Life curriculum

Third Grade - Communicate with families via Class Dojo, send home packets & materials

- Math - chapter on fractions, use McGraw-Hill online textbook resources, continue multiplication and division review,
- LA - integrated unit on adaptations of animals (science), send home Wonders textbook with coordinating stories, grammar - main and helping verbs - workbook and packets, At Home Journal to correspond with stories
- S/SS - on-going unit on pioneers and westward movement - chapters in Little House in the Big Woods - comprehension questions & projects, community helpers unit in conjunction with Wonders in ELA
- Religion - Family Life

Fourth Grade - Communicate with families via Class Dojo, send home packets & materials

- Math - ongoing unit on ?, use Khan academy videos, access to student consumable workbook
- LA - independent student novel Frindle, reading comprehension packet, chats via Class Dojo, spellingcity units, summarizing activities for each chapter
- S/SS -
- Religion - Family Life

Middle School

LA - grade 5 - Communicate with students and parents via Google Classroom, alternate resources posted on school's YouTube channel, Class Dojo

Vocabulary unit - hydro/hydra, week's daily review/daily paragraph, working on American Tall Tales unit - copies posted or Google Slide Presentation - write your own Tall Tale

LA - grades 6-8 - Communicate with students and parents via Google Classroom, alternate resources posted on school's YouTube channel

- 6th grade - Vocabulary units 11 & 12, grammar conjunctions, writing - continue working on designing a restaurant and parts of speech, short stories unit - on going - Uncle Seamus
- 7th grade - Vocabulary units 11 & 12, grammar - adjectives, writing project - create a newspaper, international -global down to the local, continue working on short historical stories unit - on going
- 8th grade - Vocabulary units 11 & 12, grammar - adjectives, writing project - children's books (to prep for kindergarten students), continue reading Diary of Anne Frank

Math - grades 5-8 -Communicate with students and parents via Google Classroom (posting and dialogue between students and teacher), alternate resources posted on school's YouTube channel, use of MangaHigh in all classes

- 5th grade - continue unit on multiplying fractions, McGraw-Hill online textbooks and MangaHigh, study jams, Sheppard Software, assign assessment on McGraw-Hill
- 6th grade - Geometry unit, vocabulary defining and using terms, Sheppard Software, math playground, textbook lessons, interactive protractor use, identification angles, etc.
- 7th grade - volume of 3-D shapes, spatial relationships, Illuminations website, textbook activities and lessons. New Unit - percentages of numbers, discount, tax, simple interest, purchase project with payments
- 8th grade - solving rational equations using +/- finding common denominators, Khan Academy, PurpleMath, use Google Hangouts to allow students opportunities to communicate

S/SS - grades 6-8 -Communicate with students and parents via Google Classroom (posting and dialogue between students and teacher)

8th Science (Chapter 4 Work and Machines)

- Khan Academy
- Scanned worksheets (correlated through the textbook)
- Webquests
(<https://mt15000322.schoolwires.net/cms/lib/MT15000322/Centricity/Domain/190/Simple%20Machines%20Webquest.pdf>)

8th SS (Finish Chapter 28 Roaring 20's and Great Depression/ Chapter 29 WWII)

- TCI login
- Webquests (WWII
https://www.chisd.net/cms/lib5/TX01917715/Centricity/Domain/868/WWII_Web_Quest.pdf)
- YouTube documentaries/WWII interviews

7th Science (Finish Chapter 3 Heredity and Meiosis/ Chapter 4 Genes and DNA)

- Khan Academy
- Scanned worksheets (correlated through the textbook)
- Webquests (<https://www.sps186.org/downloads/basic/665655/DNA>)

7th SS (Finish Chapter 9 The Constitution/Chapters 10 Bill of Rights)

- TCI login
- Webquests
(<https://www.hasdk12.org/cms/lib/PA01001366/Centricity/Domain/799/19.1%20Webquest%20Bill%20of%20Rights.pdf>)
- Individual rights scenarios

6th Science (Finish Chapter 1 Studying Space/Chapter 2 Stars, Galaxies and the Universe)

- Khan Academy
- Scanned worksheets (correlated through the textbook)
- Webquests
(<https://www.wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/Domain/2585/WebQuest.pdf>)
- Universe/Solar System presentation?

6th SS (Finish Chapter 9 Chinese Empire/Chapter 10 Ancient Greece)

- Khan Academy
- Webquests
(<https://www.woodbridge.k12.nj.us/cms/lib07/NJ01913008/Centricity/Domain/1568/Ancient%20Greece%20Webquest.pdf>)
- Olympics project

S/SS - grade 5 -Communicate with students and parents via Google Classroom, alternate resources posted on school's YouTube channel, online textbook resources

- Science - plant life unit, identify parts of a plant with natural resources (Study Jams website), defining terms, into the school's garden space, plant a plant at home
- Social Studies - TCI online resources, life in colonial Williamsburg - utilize online resources

Religion - grades 5-8 -Communicate with students and parents via Google Classroom, alternate resources posted on school's YouTube channel

- All Grades - St. Patrick & Blessed Trinity activities, webquests for Lent/Holy Week/Palm Sunday

Gym - Packets sent home. Teacher will post appropriate videos to school YouTube channel

Music - Worksheets posted to existing Google Classrooms sites for all students

Art - Tutorial videos posted on school's YouTube channel, management of Google Classroom sites for older grades

Updated 3/17/20

I will list activities in categories, art history, art studio, art critique, and maybe a generic games section. Each activity would be worth 1-3 points and each week the kids have to reach 6-12, depending on grade level.

For example:

Each question answered about Dali's The Persistence of Memory has a point value up to 1.5 (submitted directly on Google classroom).

Following along with a drawing is 2-4, depending on difficulty (photo submitted)

Playing Pottery.ly on a phone is 1 (screenshot submitted)

Playing Quick, Draw! can earn you 1pt/week. (Screenshot)

This leaves room for them for student choice, and still be successful when I can't give directions responding to specific student issues.

Library - packet sent home

Tech - monitoring of Go Guardian for student safety, support for students and families with tech issues.

Spanish - packet sent home

Title 1/IDEA/192-193 - tutoring above and beyond the regular class work

Continuity of Operations Checklist

Response Level	Academic	Staffing	Facility
<p>Level 1 Pre-planning</p>	<p>Develop scenarios describing the potential impact of a pandemic event on student learning, school closings, and extracurricular activities.</p> <p>Develop learning packets for distribution to students in the event of a shutdown.</p> <p>Survey families for digital readiness.</p> <p>Plan for continuation of learning using e-learning modalities.</p> <p>Plan for students with special needs.</p>	<p>Identify and revise, if necessary, current policies and procedures (e.g. sick leave, personal days).</p> <p>Plan for reduced staff availability (staggered school times, changes in bussing, telecommuting).</p> <p>Cross-train staff on essential functions of the school day.</p> <p>Establish an order for alternate staffing coverage when necessary.</p> <p>Inform/train substitute personnel on pandemic protocol.</p>	<p>Plan for the purchase and storage of important equipment (e.g. hand sanitizers, masks, first-aid kits).</p> <p>Review cleaning policies, practices and supplies that need to be in the school.</p> <p>Ensure all restrooms, classrooms; locker-rooms have soap, towels, etc.</p> <p>Create templates for notices unique to your school.</p>
<p>Level 2 Take Advance Precautions</p>		<p>Contact substitutes to confirm availability.</p> <p>Ensure maintenance staff back-up.</p>	<p>Identify a room for holding sick students and teachers until being dismissed.</p> <p>Order extra supplies for cleaning.</p> <p>Institute increased disinfectant cleaning procedures by custodial staff.</p>
<p>Level 3 Keep Alert (Initiate surveillance & heightened</p>	<p>Review with staff the plans that have been set in place for contact with students</p>		<p>Begin accelerated cleaning procedures</p>

awareness)			
Level 4 Prepare for possible school closure	Organize information for distribution that will insure the continuity of education.		
Level 5 School Closure Implement Full Activation of Response Plan	Provide previously determined materials to students. Activate alternate means of communication between teachers, parents, and students	Administrators must determine and monitor teachers' communication with students.	Secure Premises: Post notices of closure on entry points and main buildings. Identify all keyholders and notify of closure Collaborate with local agencies in making school facilities available in local response efforts, as previously identified.
Level 6 Recovery	Determine how students and staff will reenter the school building.	Mobilize a team to address mental health needs, including support for students, staff, families and a safe place for counseling.	Cleaning and disinfecting of affected areas including school buses and remote locations

Infection Control Policies

Guiding principles for schools working in coordination with local public health officials.

Recognize Early

- Report suspected COVID 19 cases to the local public health authorities.
- Communicate, collaborate, and coordinate surveillance, epidemiology, and containment activities with local public health authorities.
- Communicate absentee information with state/local health officials.
- Separate those who are ill and send them home as soon as possible. Throughout the day, staff should be vigilant in identifying students and other staff who appear ill.

Surveillance and Epidemiology

Schools will track the number of absentees for both students and staff. The timing specifics and scope of tracking/reporting activities will be conducted under the supervision and close coordination of the state/local health department.

Transmission Containment

Student Spacing (social distancing) is a non-medical measure intended to reduce the spread of disease from person to person by discouraging or preventing people from coming in close contact with each other. Education on social distancing should be distributed to all staff, students, and parents. Measures should be undertaken to limit the spread of germs among students and staff. Appropriate school cleaning is critical.

Social distancing interventions include:

- Spacing students' desks three (3) feet apart, in small pods or clusters
- Discouraging prolonged congregation in hallways, lunchrooms etc.
- Limiting group activities and interaction between classes
- Modifying classes or school activities that place individuals in close proximity

Non-pharmaceutical Interventions will include:

- Hand, cough and sneeze hygiene;
- Disinfection of contaminated surfaces by wiping down any surfaces that may have been contaminated by hand contact.

School cleaning will include:

- The disinfection of shared work areas, counters, railings, doorknobs and stairwells should be performed more frequently during the pandemic. Commonly touched surfaces

such as stairway railings, elevator buttons and door handles should be cleaned by wiping them down with detergent-based cleaners or EPA registered disinfectants that are usually used in the school setting. These products should be used according to directions on the product label.

- The ability of the COVID-19 virus to live on hard surfaces varies depending on many factors, including the surrounding temperature, humidity, and type of surface, it is important to institute cleaning procedures throughout the school day.
- Upon closure of the school each classroom will be thoroughly deep cleaned, including desks removed and cleaned and floors stripped and waxed. All surfaces in all areas will be cleaned. Additional custodial hours are permitted with permission from the principal.

Case Isolation

Procedures should be developed for handling students and staff who have the signs and symptoms of COVID-19. These include:

- Developing policies for discharging sick students
- Identifying a place to isolate affected staff and students until discharge from the building
- Developing procedures for transporting sick students to the hospital if necessary

Managing Illness in Staff, Students, and Visitors

- In collaboration with the state/local health department, educate staff and students regarding symptoms of illness.
- If a person becomes ill, make sure the ill person leaves the school as soon as possible.
- Encourage sick students and staff to stay home until they have been without fever for 24 hours (without the use of fever reducing medicine) to help prevent spreading illness to others. A fever is defined as having a temperature of 100 degrees Fahrenheit or greater.
- Eliminate any attendance awards/recognition.

Mitigation Measures, Including Social Distancing

Implement prevention strategies to make the school environment conducive to good hygiene by:

- Reminding students and staff to clean their hands and make sure they have the supplies to do so by making soap, alcohol-based hand rubs, and paper towels accessible.
- Reminding students and staff to cover noses and mouths with a tissue or sleeve when coughing or sneezing and have tissues readily available. Make sure tissues are available in all classrooms and common areas such as libraries and lunchrooms. Remind students and staff to dispose of used tissues in waste receptacles.
- Conduct frequent sanitary, health & safety inspections of the school. Encourage staff and the custodial team to wipe down any surfaces that may have been contaminated by hand or respiratory secretions.

Reduce the spread of the virus by identifying the school's responsibilities to the students and community:

- Educate employees, students, and visitors on how to stop the spread of the virus. Notices containing information regarding hand hygiene, covering coughs and sneezes, and student spacing should be posted around the school and at all entry/exit points. Fact sheets with this information should be distributed.
- Established policies and procedures for implementing containment measures by canceling sports events and other mass gatherings if necessary.

Infection Control Checklist

<p>Level 1 - Pre-Planning</p> <ul style="list-style-type: none"> ● Review the school's infectious control policies and procedures for necessary revisions . ● Develop a plan for moving students from one area of the school to another for the isolation of sick students until pick up. ● Identify an isolation room for sick students and stock it with supplies .
<p>Level 2 - Take Advanced Precautions</p> <ul style="list-style-type: none"> ● Follow intensified school cleaning procedures . ● Implement prevention strategies to make the school environment conducive to good hygiene.
<p>Level 3 - Keep Alert (Initiate surveillance and heightened awareness)</p> <ul style="list-style-type: none"> ● Implement student spacing strategies . ● Institute procedures for the dismissal of students and staff who become ill. ● Institute intensified cleaning procedures .
<p>Level 4 - Prepare for Possible School Closure</p> <ul style="list-style-type: none"> ● Prominently post information on school website ● Communicate with school stakeholders via several platforms
<p>Level 5 - School Closure</p> <ul style="list-style-type: none"> ● Continue posting information to school website ● Activate various platforms for communication with school stakeholders ● Implement full activation of the school's infection control cleaning procedures.
<p>Level 6 - Recovery</p> <ul style="list-style-type: none"> ● Be prepared for additional waves of the virus

Communication Planning

Guiding Principles

- The school will appoint a Communications Director
 - The designated Communications Director will handle all communications with the media.
 - The designated school Communications Director will write all statements and/or press releases for a school that is closing due to a pandemic.
- Make it clear to staff they should direct any and all media inquiries to the school Communications Director.
- In speaking with parents be prepared, honest, and brief. Stress concern for student safety.
- Be accessible to parents to answer questions. It is important to stick to the facts and provide information about the means of communication that will be used throughout the different planning levels of the crisis.
- Post all communications to the school website. Make sure parents/stakeholders understand that the website is the first line of information.
- When necessary, the diocesan Office of Communications can act as a resource with regard to ongoing communication with stakeholders.

Communications Planning Checklist

Level 1 - Pre-Planning

- Develop and print materials about hand washing, social distancing, and non-pharmaceutical interventions for school use.
- Establish link on school's web site to the NJ Department of Health www.nj.gov/health/
- Identify and list key stakeholder groups that will need to be informed during an event
- Establish a communications process to communicate with key stakeholders.
- Collaborate with the state/local health department for informational updates

Level 2 - Take Advanced Precautions

- Prepare a press release for possible school closing.
- Update stakeholder contact list.
- Redistribute precautions and preparedness materials to school stakeholders
- Provide ongoing briefings to key staff on roles and responsibilities.

Level 3 - Keep Alert (initiate surveillance and heightened awareness)

- Distribute any press release from the school Communication Director and to key stakeholders.
- Provide ongoing briefings to key staff on roles and responsibilities and review the steps necessary for possible school closing.
- Keep key stakeholder groups informed through briefings, conference calls, emails, newsletters, emergency alerts and school's website.
- Remind staff, students and parents about the importance of good hygiene practices and the importance of staying home if sick.

Level 4 - Prepare for Possible School Closure

- Consult with the state/local health department for possible school closing.

Level 5 - School Closure - Implement full activation of Response Plan

- Distribute the press release for school closure to key stakeholder groups and post on website.

Level 6 - Recovery

- Distribute a press release to key stakeholder groups and post on the website announcing particulars regarding school reopening.

Informational Sites

Health/Medical Resources:

Burlington County Department of Health - Coronavirus Disease 2019 (COVID-19) Outbreak
www.co.burlington.nj.us/1845/2019-Novel-Coronavirus-Information

Centers for Disease Control and Prevention - Coronavirus Disease 2019 (COVID-19) Situation Summary
www.cdc.gov/coronavirus/2019-ncov/summary.html

Mercer County Department of Health - Coronavirus Disease 2019 (COVID-19) Outbreak
www.mercercounty.org/departments/division-of-public-health/coronavirus-disease-2019-covid-19-outbreak

Monmouth County Department of Health
<https://co.monmouth.nj.us/page.aspx?ID=1932>

National Association of School Psychologists - Talking to Children About COVID-19 (Coronavirus): A Parent Resource
[https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-andcrisis/health-crisis-resources/talking-to-children-about-covid-19-\(coronavirus\)-a-parent-resource](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-andcrisis/health-crisis-resources/talking-to-children-about-covid-19-(coronavirus)-a-parent-resource)

New Jersey Department of Education - Coronavirus (COVID-19) Information
www.nj.gov/education/topics/index.shtml

New Jersey Department of Health - Communicable Disease Service - COVID 19
www.nj.gov/health/cd/topics/ncov.shtml

Ocean County Department of Health - Preparing for Local Outbreak
www.ochd.org/2020/03/03/the-coronavirus-may-be-novel-but-preparing-for-a-local-outbreak-is-nt-anythingnew-for-ocean-county-health-department/

World Health Organization - COVID 19 Outbreak
www.who.int/