



# **Pandemic Response Plan**

**2019-2020**

Updated March 2020

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## Introduction

At times, events happen throughout the world that have the potential to impact the health and safety of students and staff members. This may include natural or manufactured situations. It is our goal to maintain the health and safety of our students, staff, and community at all times. To this end, our district has a continuity plan to assist with the continuation of services to students as outlined by the New Jersey Department of Education. While school districts may be required to suspend regularly scheduled programs and activities, it is our goal to continue instruction for students. While some services may not operate as they would during actual school attendance, this plan allows our district to function within compliance of state mandates.

Families are encouraged to visit the district website at [www.brrsd.org](http://www.brrsd.org) regularly to view the most up-to-date information.

<b>Mission Statement</b>
We will teach them One and All Young to Old and Big to Small Inspire, engage and educate Improve our world and make it great Challenge All to grow, exceed So one day They will take the lead.
<b>Vision</b>
We value and engage all stakeholders through clear, effective, two-way communication in order to provide comprehensive, innovative, sustainable, research-based programs that efficiently leverage technology and effectively address the needs of all students within safe, challenging environments.
<b>Values</b>
In our district, we value: <ul style="list-style-type: none"><li>● creative thinkers who curiously ask questions, judiciously take risks, and relentlessly tackle challenges.</li><li>● adaptable citizens who act with integrity and compassion, modeling excellence, courage, inclusion, and equity.</li><li>● responsible collaborators who hold themselves personally accountable for their words and actions.</li><li>● reflective, lifelong learners who passionately seek knowledge through critical and innovative thinking.</li><li>● enterprising individuals who ardently explore their own potential and willingly and continually enrich the world around them.</li></ul>

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## **Introduction**

The Bridgewater-Raritan Regional School District is committed to continuing to educate our students, One and All, in the event of a pandemic epidemic. While we understand that it is impossible to replace the value of face-to-face instruction, this plan will allow us to continue to provide students with high-quality education.

## **Purpose**

This plan details the procedures that will allow the Bridgewater-Raritan Regional School District staff to maintain essential functions and services during a pandemic. It does not replace or supersede any laws or policies. It demonstrates how, within our laws and policies, we will work together to address the concerns, challenges, and considerations specific to a disease outbreak and the closing of schools under recommendation of the county and/or state health office.

## **Background**

Over the past few weeks, our educational community has been keenly tracking information related to the outbreak of the 2019 Novel Coronavirus (COVID-19).

On Thursday, March 5, 2020, we received guidance from the New Jersey Department of Education allowing for the utilization of virtual instruction should a school closure be deemed necessary by Department of Health and school officials.

On Monday, March 9, 2020, all superintendents in Somerset County, along with the county superintendent and health officials from both Somerset and Mercer Counties gathered to discuss emergency preparedness plans and to ensure a common understanding of the current New Jersey Department of Health and New Jersey Department of Education guidance.

Since then, Bridgewater-Raritan Regional School District staff have gathered to develop strategies for distance learning experiences for our students should we experience a school closure. It is important to note that these are preemptive steps for a constantly evolving situation.

We continue to adhere to the detailed guidance from the Centers for Disease Control, the New Jersey Department of Health, and our local health officials. We have had extensive communications with the New Jersey Department of Education, including a conference call with Governor Murphy and these officials.

We will continue to follow guidance and direction by local and state health officials regarding the pandemic status in our area. Any health-related school closure must be made in direct consultation with and under the guidance of local or state health officials.



## **Demographic Data**

In order to effectively plan, the demographics of Bridgewater-Raritan Regional School District must be considered. Currently, there are 8,420 students in the district. Of those students, 1,217 (14.4%) students are identified to have special education needs, 203 (2.4%) students are identified as English Language Learners, and 915 (10.8%) students are designated as eligible for free and reduced lunch. Students identified as homeless are also included in the total population.

## **Continuity Planning During a Health-Related Closure**

This plan serves to ensure the continuity of educational services for all students and the constant communication to stakeholders as a situation evolves. Information from the district will be disseminated via the School Messenger Alert System, posted on the district website, and posted on district social media accounts. Any questions regarding these messages should be directed to the Superintendent's Office.

## **Pandemic Response**

### **Essential Function**

Regardless of the duration of a pandemic situation, we will work to continue to educate our students. If schools are required to close due to a health-related issue and the state recognizes the need to count distance learning days, the Bridgewater-Raritan Regional School District will commence these days in order to provide ongoing remote instruction for students.

### **Communications Plan**

The Bridgewater-Raritan Regional School District Superintendent has had to close school for weather-related incidents or minor emergency situations. Determining a school closure due to a health-related pandemic requires a different process. In these situations, any health-related closure can only be made in direct consultation and under the guidance of local or state health officials. This is a requirement if the school closure days will be counted toward the 180-day school requirement. The superintendent will work through established procedures to ensure all information regarding the district's state of organizational readiness is communicated to the Bridgewater-Raritan Regional School District community.

### **Pandemic Response Team**

Upon receiving guidance that a pandemic outbreak is imminent, the superintendent will be responsible for organizing the following teams to plan and coordinate:

#### **Operations Team**

- Assistant Superintendent for Personnel/School Safety Specialist
- Business Administrator

- Contracted Administrator for Custodial Services
- Director of Food Service
- Manager of Buildings and Grounds
- Manager of Technology
- Manager of Transportation
- Payroll Officer
- School Resource Officer(s) and School Law Enforcement Officer(s)

#### Communications Team

- Superintendent of Schools
- Assistant Superintendent for Curriculum and Instruction
- Assistant Superintendent for Personnel/School Safety Specialist
- Assistant Superintendent for Special Services
- Business Administrator
- Administrative Assistants to the Superintendent and Business Administrator

#### Curriculum Planning Team

- Superintendent of Schools
- Assistant Superintendent for Curriculum and Instruction
- Content Area Supervisors
- Supervisor of Instructional Technology
- Representative:
  - Building Administrators
  - Special Education Supervisor
  - Representative ETS/IS
  - Teacher Resource Specialists K – 12
  - Classroom Teachers

#### Special Education Planning Team

- Assistant Superintendent for Special Services
- Special Education Supervisors
- Representative
  - CST members
  - SE Classroom Teachers

#### Crisis Response Team (In the event of traumatic loss during the pandemic.)

- Superintendent of Schools
- Assistant Superintendent for Curriculum and Instruction
- Assistant Superintendent for Personnel/School Safety Specialist
- Assistant Superintendent for Special Services
- Business Administrator
- Contracted Administrator for Custodial Services
- Manager of Buildings and Grounds
- Manager of Technology
- Supervisor of Health and Wellness

- Supervisor of Guidance
- District administration and staff as deemed necessary
- Members of the Building and District Crisis Response Team
  - Guidance Counselors
  - School Nurses
  - Members of the Child Study Team
  - Traumatic Loss Coalition
  - First Responders – Police, Fire, EMT, etc.
  - Local Medical Support
  - Interfaith Community

## **Educational Plan**

### **Equitable Access Statement**

The Board of Education ensures that the Bridgewater-Raritan Regional School District's educational programs include a cohesive set of programs, practices, and procedures that insist upon high expectations, positive achievement patterns, and equal access to educational opportunity]ies for all learners.

The Board of Education ensures that Bridgewater-Raritan Regional School District's curriculum and instruction are aligned to the New Jersey Student Learning Standards. In the case of a pandemic outbreak or health- related closure, the Bridgewater-Raritan Regional School District recognizes the importance of continuing to educate its students in line with these standards. While we understand we may not be able to operate fully, this plan will guide the district in continuing to provide students with a high-quality education.

### **Plan for Instruction**

The plan for instruction during a pandemic event is distance learning. The goal for distance learning is to provide students with an alternate learning experience through distance learning activities in order for students to continue to progress with their skills and knowledge.

The Bridgewater-Raritan Regional School District is prepared to provide students with an authentic and engaging distance learning experience. In grades PreK-12, the district has a multitude of learning platforms including district technology subscriptions, generic technology resources, and teacher-generated instructional opportunities. In grades 5-6, all students have a Chromebook. The district staff is prepared to issue Chromebooks to students and families in lower and upper grades who do not have devices in their homes. Further, we are prepared to supply hotspot devices to families who do not have internet access in their homes.

Our distance plan expands upon our existing practices to ensure continuity of instruction. Teachers and students will use the Google Apps for Education (GAPE) and other web-based tools designed to promote online communication and collaboration.

## Overview

During distance learning, students and staff, while not physically in our schools, have the opportunity to explore and engage in meaningful learning experiences that are:

- aligned to the curriculum,
- connected to standards, and
- relevant to the current instructional sequence.

The intent is to continue to afford students with meaningful learning experiences while connecting with teachers in the event of an emergency. We know nothing replaces the genuine human interactions that happen authentically in the classroom between students and staff, but this will allow our students to continue learning in an organized manner.

All teaching staff will be using GAFE so that students can:

- access information, assignments, and resources,
- prioritize their day,
- reach out to the teacher(s) with questions and inquiries, as well as
- submit work and receive feedback.

There will be a link on the district website with directions for students and families regarding the use of GAFE. The district will operate on a four-hour schedule. Teachers will be available electronically during specific “office hours,” which will also be posted on Google Classroom. Students should also find time for independent reading and physical activity each day (taking into account potential recommendations from the local health office), which can be continuous or intermittent throughout the distance learning.

Learning experiences may include “classwork” and homework. All work that is required for submission will be communicated by the teacher and will receive feedback. Teachers will also indicate any due dates on “classwork” and homework that requires submission.

Instructional videos may be posted through GAFE. These videos will further the instructional sequence by serving as initial exposure to content or supporting student understanding by focusing on reteaching or clarifying previously instructed materials. The school district will coordinate with families needing additional support.

**Attendance:** In order to record attendance, students must log in daily by accessing the Google Form linked [here](#). Attendance must be entered no later than 10:00 a.m. If a student is unable to login independently, the parent or guardian should login in for them. Information on how to access the student username and password in PowerSchool can be found [here](#).

## **Student Responsibilities**

The district will implement Distance Learning Days (DLDs) for all students. The focus of DLDs is to ensure that meaningful time during the day is spent engaging in various activities that are aligned to the standards and support student learning. DLDs will follow the four-hour day schedule. Students are responsible for all work as assigned, unless there is an approved absence reason. Timelines for assignments will be at the teacher's discretion and each assignment that requires submission will be returned with feedback in a timely manner. Students in grades PreK-6 will find a menu of assignments for the Related Arts (art, music, technology, library, and health and physical education) staff from which they can choose a variety of activities.

### **1. Primary Schools.**

During DLDs, students should engage in various activities that are aligned to the standards and curriculum progression of the learning that was required by their teacher. Where appropriate, interdisciplinary connections will be made across content areas. Students can continue to engage in the variety of digital platforms they have used in the classroom, including Raz-Kids, Freckle, and BrainPOP.

Students should log into their teacher's Google Classroom daily to access work; however, there is flexibility regarding how students organize their time and complete work. Primary school teachers will post times on Google Classroom, during which students and families can contact them with questions using Google Meet. Students and families can also use email to communicate with teachers.

### **2. Intermediate Schools**

During DLDs, students should give the same amount of focus and effort to a DLD as they would to any other school day. Students are expected to log into their teacher's Google Classroom to identify the expected work for the day. Students may collaborate virtually with other classmates on assignments similarly to the typical school day experience.

Students will log into their teacher's Google Classroom daily to access work; however, there is flexibility regarding how students organize their time and complete work. Teachers will post times on Google Classroom, during which students and families can contact them with questions using Google Meet. Students and families can also use email to communicate with teachers.

### **3. Middle School**

During DLDs, students are expected to log into their teacher's Google Classroom to identify the expected work for the day. Students may collaborate virtually with other classmates on assignments similarly to the typical school day experience. Timelines for assignments will be at the teacher's discretion and each assignment that requires submission will be returned with feedback in a timely manner. Middle school students

will access the teacher’s Google Classroom for their current cycle course, as well as for health and physical education as well as instrumental music or chorus.

Students may contact teachers through email, or they may use Google Meet during their assigned class period or as posted by individual teachers on Google Classroom.

#### 4. High School

During DLDs, g Days (DLD) at BRHS is to ensure that meaningful time during the day is spent engaging in various activities that are aligned to the standards and support student learning. Students should give the same amount of focus and effort to a DLD as they would to any other school day. Students are expected to log into their teacher’s Google Classrooms for each course in which they are enrolled to identify the expected work for the day. Students may collaborate virtually with other classmates on assignments similarly to the typical school day experience.

Students may contact teachers through email or they may use Google Meet during their assigned class period or as posted by individual teachers on Google Classroom.

<b>Four-Hour Bell Schedule, Grades 7-12</b>				
<b>Middle School Schedule</b>			<b>High School Schedule</b>	
HR	HR 7:35 – 7:40		Period 1	7:20-7:44
TB 1	TB 1 7:42 – 8:12		Period 2	8:00-8:24
TB 2	TB 2 8:14 – 8:44		Period 3	8:30-8:54
TB 3	TB 3 8:46 – 9:16		Period 4	9:00-9:25
TB 4	TB 4 9:18 – 9:48		Period 5	9:31-9:56
TB 5	TB 5 9:50 – 10:20		Period 6	10:02-10:27
TB 6	TB 6 10:22 – 10:52		Period 7	10:33-10:58
TB 7	TB 7 10:54 – 11:24		Period 8	11:04-11:29
TB 8	TB 8 11:27 – 11:58		Period 9	11:35-12:00

## **Faculty Responsibilities**

In the event of a DLD, faculty are expected to be available electronically during the hours outlined for a four-hour schedule. Teachers in grades 7-12 will be available to students during class periods as outlined on the four-hour schedule. If teachers need flexibility regarding availability, they will post alternate times for student contact on their Google Classroom. This schedule will allow teachers additional planning time at the end of the day.

Teachers are expected to log into Google Classroom daily. Learning experiences may include “class work” and homework, but all work that is required for submission will receive feedback from the teacher making the assignment.

Each teacher will determine a grade level or department partner in the event the teacher is not available. The expectation of the partner is to make sure that the appropriate information is posted for the day. Any assignments that may be due will be addressed by the normal teacher when they are available to do so. Teaching partners are not responsible for answering class emails or evaluating student work. Regular absentee reporting is required for teachers through Aesop.

Instructional lessons will be posted on teachers’ Google Classrooms. The goal of the instruction is to support student understanding and will be complemented by appropriately connected learning experiences. This learning can further the instructional sequence by serving as initial exposure to content as received in class or supporting student understanding by focusing on reteaching or clarifying previous instruction. Teachers can record and/or post instruction, reteaching, and clarification videos through Google Classroom.

Google Meet will be used to provide “office hours” to complement email communication for questions and answers from students and families. It may also be used for supplemental instruction. All communication between staff, students, and families will be done through GAFE only.

This is a unique time, and the most important consideration is that staff, students, and families stay healthy. The goal is on learning, not covering curriculum. With this being said, staff should follow these guidelines:

- Proceed with a “benefit-of-the-doubt,” common sense approach.
- Be available for students during the corresponding “office hours” that their classes meet.
  - Teachers in grades PreK-6 will post contact times.
  - Teachers in grades 7-12 will follow the four-hour day schedule.
- Students will experience four hours of instruction per day.
- For grades 7-12, prepare assignments for the equivalent of two to three classes periods per week.
- Upload materials in Google Classroom.
- Provide feedback via Google Classroom.

- Assess work so that students receive feedback and to preclude large assessments upon return.
- Provide flexible due dates.
- Check in on students who are not submitting work.
- Post supplementary learning experiences for students who exceed the determined learning experiences. Learning materials will be posted and made available to families.

Planning support for distance learning can be found [here](#). This is also available on the district website under the Technology Department. Technology information for staff can be found [here](#). Staff members (certificated and non-certificated) who do not have access to a device or internet at home were asked to complete a survey to ascertain how the district can support their technology needs.

Responsibilities for instructional staff is to support students with special needs including, but not limited to, special education, Individualized Education Plan (ESL), and response-to-intervention students, include:

- Remain responsible for all students assigned to them for the current school year or semester.
- Check and respond to student and family emails.
- Provide feedback as appropriate to students.
- Collaborate with other grade-level and subject-related teachers as needed for consistency and optimization.
- Create Google Classrooms as appropriate and include support resources and materials.

Responsibilities for non-instructional staff are outlined by category below.

#### Certificated Staff

- Child Study Team Members will:
  - Meet all timelines.
  - Hold IEP meetings as needed.
  - Conduct evaluations with the exception of social histories.
  - Facilitate related services and provide student and family support to help meet the needs of the students.
- School Counselors will:
  - Maintain contact with students on their caseload.
  - Provide support to students and families struggling with the closing of school.
  - Enhance guidance curriculum and mental health instructional resources.
- School Nurses will:
  - Enhance health curriculum and mental health instructional resources.
  - Provide support with medical issues, checking in with students and families, reviewing records, and documenting health issues.

#### Non-certificated Staff

- Buildings and Grounds Staff will:
  - Follow their regular work assignments.



- Bus Drivers will:
  - Deliver food to schools and homes as needed.
- Secretaries will:
  - Monitor student attendance, making contact with families as needed.
  - Enter student attendance, maintain records, and support communication as needed.
- Technicians will:
  - Provide support to staff members with distance learning.
  - Assist students and families with technology needs, as requested.

## **Students with Special Needs**

### **Students Qualifying for Free and Reduced Lunch**

The district’s food service management company will prepare packaged meals for breakfast and lunch for each student eligible for free and reduced lunch. Meals will be made available to the students as outlined by local, state, and federal requirements. See the section on Facilities and Operations for additional information.

### **English Language Learners (ELLs)**

Teachers of ELLs will plan with their general education counterparts to ensure that the instruction for students is appropriate given the student’s mastery of the English language. Teachers of ELLs and students will use GAFE and other web-based tools designed to promote online communication and collaboration. In the event a student's age inhibits their ability to log in, a parent or guardian will be required to log into the application(s) to access learning activities for their student. Families will be provided a [link](#) to help them access these platforms. Teachers of ELLs will make themselves available as outlined by the distance learning schedule for students and families who require support. Teachers can record and/or post instruction, reteaching, and clarification videos through Google Classroom.

Google Meet will be used to provide “office hours” to complement email communication for questions and answers from students and families. It may also be used for supplemental instruction. All communication between staff, students, and families will be done through GAFE only.

### **Students with Individual Learning Needs**

Instruction provided to a student with an IEP will consider and account for the necessary accommodations and modifications in the student’s IEP, with consideration made to instruction taking place outside of the school. Instruction will be geared towards addressing the documented goals and objectives in the student’s IEP. Teachers in specialized programs will work with the supporting related service providers to modify classroom procedures and structures in order to provide continuity for students to the greatest degree possible.

For all categories of students with special needs, Google Meet will be used to provide “office hours” to complement email communication for questions and answers from students and families. It may also be used for supplemental instruction. All communication between staff, students, and families will be done through GAFE only.

The district staff will provide a free and appropriate education for students with disabilities during a period of pandemic outbreak. Every effort will be made to meet the requirements for teacher-student contact time for students with disabilities via distance learning. All teachers will plan to ensure that students will be able to access their education given their special needs reflected in student’s IEPs. Student progress will be monitored and feedback provided by special education teachers when appropriate, with the opportunity to communicate directly during scheduled times. All communication to families will be provided in their native language using Google translate and School Messenger’s translate feature. The district will continue to provide transportation to students in the event an out-of-district school remains open and the district is closed. Out-of-district school closures will be shared with the Transportation Department staff. Vendors who provide special services will also be notified of our school closure and will continue to provide services as appropriate. If related services are unable to be delivered during a closure, the district will make every effort to provide compensatory services.

In an effort to keep medically fragile students safe, no face-to-face instruction or services will be provided. Case managers will contact families to provide support during any prolonged closure. Compensatory education will be provided for these students when the district reopens.

The district will attempt to continue holding IEP meetings and other related activities as appropriate to ensure the district maintains timelines outlined in NJAC 6A:14. In the event evaluations and IEP meetings are unable to be completed during a closure, upon the reopening of schools these meetings will be scheduled first and given priority.

Teachers are planning for students using their IEPs as a guide. District staff is aware that we have a number of students with significant disabilities that impact their ability to engage in different learning opportunities. Based upon these specialized populations, the following models will be used to deliver ongoing meaningful instruction for our special needs students.

### **Integrated Preschool and Preschool Disabled Program**

Preschool program teachers will plan instruction to meet the needs of the students in their class. Preschool program teachers will modify and adapt as appropriate for students with IEPs. Families will be required to log into GAFE to access learning activities for their student(s). Parents will be provided a [link](#) that will help them access these platforms. Teachers will use GAFE and other web-based tools designed to promote online communication and collaboration with families. In addition to GAFE, some students will be assigned specialized instruction and/or activities using RethinkEd. Preschool program teachers will make themselves available for students and families who may require support. Teachers can record and/or post instruction, reteaching, and clarification videos through Google Classroom.

## **Autism Program**

Autism program teachers will plan instruction to meet the needs of the students in their class. Autism program teachers will modify and adapt as appropriate for students with IEPs. Families will be required to log into GAFE to access learning activities for their children. Families will be provided a [link](#) to help them access these platforms. Teachers will use GAFE and other web-based tools designed to promote online communication and collaboration with families. In addition to GAFE, some students will be assigned specialized instruction and/or activities using RethinkEd. Autism program teachers will make themselves available for students and their families who require support. Teachers can record and/or post instruction, reteaching, and clarification videos through Google Classroom.

## **Multiple Disabilities (MD) Program**

Teachers in the MD program will plan instruction to meet the needs of the students in their class. MD program teachers will modify and adapt as appropriate for students with IEPs. Families will be required to log into GAFE to access learning activities for their children. Families will be provided a [link](#) to help them access these platforms. Teachers will use GAFE and other web-based tools designed to promote online communication and collaboration with families. In addition to GAFE, some students will be assigned specialized instruction and/or activities using RethinkEd. MD program teachers will make themselves available for students and their families who require support. Teachers can record and/or post instruction, reteaching, and clarification videos through Google Classroom.

## **Learning and/or Language Disability (LLD) Programs**

Teachers in the LLD program will plan instruction to meet the needs of the students in their class. LLD program teachers will modify and adapt as appropriate for students with IEPs. Families will be required to log into GAFE to access learning activities for their children. Families will be provided a [link](#) to help them access these platforms. Teachers will use GAFE and other web-based tools designed to promote online communication and collaboration with families. In addition to GAFE, some students will be assigned specialized instruction and/or activities using RethinkEd. LLD program teachers will make themselves available for students and their families who require support. Teachers can record and/or post instruction, reteaching, and clarification videos through Google Classroom.

## **Behavior Disabilities (BD) Program**

Teachers in the BD program will plan instruction to meet the needs of the students in their class. BD program teachers will modify and adapt as appropriate for students with IEPs. Families will be required to log into GAFE to access learning activities for their children. Families will be provided a [link](#) to help them access these platforms. Teachers will use GAFE and other web-based tools designed to promote online communication and collaboration with families. In addition to GAFE, some students will be assigned specialized instruction and/or activities using

RethinkEd. BD program teachers will make themselves available for students and their families who require support. Teachers can record and/or post instruction, reteaching, and clarification videos through Google Classroom.

### **In-Class Resource Program**

In-Class Resource teachers will plan instruction for special education students with their general education counterpart. Special education teachers will modify and adapt instruction as appropriate for students with IEPs. Teachers and students will use GAFE and other web-based tools designed to promote online communication and collaboration. In the event a student's age or disability inhibits the student's ability to log on, families will be required to log into Google Classroom to access learning activities for their student(s). Families will be provided with a [link](#) that will help them access these platforms. Co-teachers will make themselves available for students who require support. Teachers can record and/or post instruction, reteaching, and clarification videos through Google Classroom.

### **Resource Program**

Resource Program teachers will plan instruction to meet the needs of the students in their class. Resource Program teachers will modify and adapt instruction as appropriate for students with IEPs. Teachers and students will use GAFE and other web-based tools designed to promote online communication and collaboration. In the event a student's age or disability inhibits the student's ability to log on, families will be required to log into Google classroom to access learning activities for their student(s). If needed, families will be provided with a [link](#) that will help them access these platforms. Co-teachers will make themselves available for students who require support. Teachers can record and/or post instruction, reteaching, and clarification videos through Google Classroom.

### **Counseling Program**

The district will contact students who receive counseling services as outlined in their IEP and develop plans with families that are in compliance with stated guidelines.

### **Technology**

Technology Department staff is instrumental in ensuring that all students and staff members have access to devices and the internet. These staff members have a plan in place for the distribution of devices as well as access for families and staff to the internet. They will also provide support services through any health-related closure.

In terms of devices, students in grades 5 and 6 are one-to-one with devices. These students are able to bring their devices home in the event of a pandemic event. In order to support students in other grade levels, the technology staff will create and distribute a survey to ascertain the need for devices and internet access. Based upon the information collected, time will be scheduled for

district staff members to distribute devices to families. Families with no devices will be given first priority. Next, technology staff will work with families who have multiple children in order to ensure that families can have their children all learning throughout the school day.

Related to connectivity, we fully understand that some families as well as some staff members may not have internet access at home. To assist families with limited or no access, the district purchased hot spots which can be loaned to families and staff members so that they can connect their device to the internet at home.

In order to continue the daily operations of the district, some staff members need to be given a device or have their personal computer updated with district access to programs and applications. Technology staff members are fully prepared to support essential staff as they navigate their needs at home.

### **Policy Considerations**

The following policies are relevant to the actions detailed in this plan.

#### **2000 Series - Program**

2412 [Home Instruction Due to Health Condition](#)

#### **5000 Series - Students**

5305 [Health Services Personnel](#)

5307 [Nursing Services Plan](#)

5310 [Health Services](#)

5320 [Immunization](#)

#### **7000 Series - Property**

7420 [Hygienic Management](#)

#### **8000 Series - Operations**

8420 [Emergency and Crisis Situations](#)

8441 [Care of Injured and Ill Persons](#)

8451 [Control of Communicable Disease](#)

### **Facilities and Operations**

#### **Business Office Functions**

In order to receive and process invoice payments to vendors, certain staff members will require access into the administration building. Mail courier service is assumed to be continued.

Purchasing tasks with some possible exceptions may be able to continue without access to our facilities. Computers with access to CSI would be required for the Purchasing Manager to

process work remotely. Payroll functions can be prepared and submitted remotely as district employees are all on direct deposit. Access to a printer and large monitor would need to be provided to the Payroll Manager for home use.

### **Athletics and Extracurricular Activities**

Unless otherwise directed by the Department of Education and/or the Department of Health, in the event of a health-related closure, all athletic events and extracurricular activities (including field trips) will be cancelled.

### **Cleaning**

The Building and Grounds Department continues to ensure that appropriate cleaning protocols are utilized at all times. This includes daily cleaning with equipment and materials deemed safe for use in public education settings. Spaces cleaned daily include, but are not limited to, high traffic areas, objects, flat surfaces, and busses. Protocols align with the [guidance](#) provided by the CDC.

### **Continuity of Communication**

During a period of pandemic outbreak, the district will heed guidance from and be in constant communication with or obtaining information from the World Health Organization, the Centers for Disease Control and Prevention, the Department of Health, the Department of Education, appropriate members from the state and local governments, Township Health Departments of both Bridgewater and Raritan, and each municipality's mayor. Information will be communicated to the school community directly from the district through a variety of means as outlined in this plan. Information will also be available on the district's website <http://brrsd.org>.

### **Facility Rentals**

During a health-related school closure, organizations who have previously been approved to use our facilities will be notified that access to our facilities is temporarily suspended.

### **School Nutrition**

The Bridgewater-Raritan Regional School District is committed to ensuring continuity of meal programs. During times in which the schools are physically closed for distance learning, students who are eligible for free and reduced lunch will be provided access to meals. District staff will work collaboratively to ensure meals are provided to as many families as possible during the school closure.

## **Essential Employees**

Following is a list of essential employees including responsibilities and the number of employees by category.

<b>List of Essential Employees by Category</b>	<b>Role of Employee</b>	<b>Duties and Work Stream</b>	<b>Number of Essential Employees per Category</b>	<b>Teacher's Instruction Hours per day via Remote Learning</b>
Administration	Oversee operations of school	Interact with BOE, community, and staff; Student instruction; Business Office functions	16 Admin - CSA Business Administrator Asst Supts (3) Principals (11)	4.5
Facilities	Ensure safety and upkeep of facilities	Maintenance repairs; Cleaning of buildings	Approx. 100 - 22 Maintenance 70+ Custodial	
Transportation	Deliver food to eligible students	Driving buses	Approx. 9	
Technology	Ensure connectivity for district operation and devices	Support and maintain computer systems; Provide access to all; Repair as needed	10	
Food Service	Oversee production of meals for needy students	Ensure appropriate quantity of meals are prepared and ready for distribution	3	

## **Conclusion**

Throughout a health-related closure, the safety and wellness of our students, their families, staff members, and the greater community is our highest priority. Maintaining the ability to educate students in the event of a pandemic outbreak requires additional considerations beyond traditional continuity planning. This plan will serve as a guide and be continually assessed throughout any ongoing situation.