

Springfield Elementary School 2020 Reopening Plan



INTRODUCTION

The Springfield Elementary School Restart Committee has been in deep conversation about how best to reopen for the 2020-21 school year. Our primary goal is to provide the best education possible in the healthiest and safest way, while providing flexibility to students, families, and employees as we navigate the COVID-19 pandemic as a community. Although our preference is to return to in-person learning as soon as it is safe to do so, we are prepared to pivot to an enhanced version of Virtual Springfield or offer a hybrid learning experience, as the ever-evolving situation requires. This reopening plan outlines our expectations for a September opening. We will continue to revise and refine it in the weeks leading up to opening day in light of the most current guidance from local and state authorities. Please know that although circumstances may change throughout next year, our commitment to the academic growth of children and their social-emotional health will remain our singular focus, no matter the context. We look forward to welcoming you back to Springfield Elementary.

In the face of COVID-19, there is unfortunately no approach that will guarantee safety at all times. Reopening school means there will be some level of inherent risk. Springfield Elementary is taking a layered approach to our planning, employing a number of strategies and tactics to reduce risk to children, adults, and families. There is no single solution to the challenges that lie ahead, but we have taken steps to create the healthiest classrooms, buildings, procedures, and policies possible so that students can focus on learning in a caring environment. We also rely on you! No single person can greet this challenge alone. We rely on students, employees, and families to collaborate and cooperate with us, and we promise to communicate often with you as the situation evolves. We know you place great trust in our school district, and we place our trust in our community so that together we can navigate this pandemic.

Our goal is to have all students at school when possible. We will be working closely with faculty and staff prior to the first day of school for students in order to review our reopening protocols and adjust to any unanticipated challenges / concerns. This will include a scheduled reopening walkthrough exercise which may include parent and student volunteers. Additionally, we may consider a modified schedule in the first days of school to accommodate a variety of new procedures, screenings, and other routines that will look quite different from years past. We will remain communicative and will provide more information in the weeks leading up to September. Flexibility will be key, and we appreciate your willingness to adjust as we continue to refine plan details in response to federal and state guidelines.

GUIDING PRINCIPLES

The following principles will guide our leadership team as we make the best decisions possible for our school community.

- Our top priority is the collective health and safety of our students, faculty, staff, and families. We will strive to make decisions that can be sustained by all school community members over the course of the school year.
- Clear and regular communication with our school community is critical for maintaining trust and ensuring the smoothest experience for all involved.
- Our values of community, equality, and stewardship will be core to how we make decisions. We are committed to maintaining a strong educational experience for our students through the pandemic and will make sound financial choices to ensure the long-term sustainability of the school district.
- The “power of small” – as a small school, we will adapt as needed to meet the changing situation and to reduce disruption for students.
- Remaining inclusive in our decision-making will help us best address the needs of our diverse student population.

GENERAL HEALTH & SAFETY GUIDELINES

At school, students and employees can reduce the spread of COVID-19 by maintaining healthy behaviors, including regular handwashing, the use of face coverings, good coughing etiquette, social distancing of six feet or more, reduced mixing between groups, and limited sharing of supplies or materials. Staying home when exhibiting any signs of illness is particularly important and we ask that all families adhere to this request. We will work hard to ensure children remain connected to their classrooms and teachers will make reasonable adjustments to support students’ continued learning. In this way, no one will need to take the risk of coming to school when sick. All of these layered tactics will mitigate the overall risk to the community.

In all stages of planning for the reopening of school, we are closely monitoring and following the guidance from the Centers for Disease Control and Prevention (CDC). In addition, we will maintain strong relationships with local school districts, the Burlington County Office of Education, the Burlington County Health Department, our school physician and other health authorities in order to stay current on the latest facts, mitigation strategies, and response efforts in the face of COVID-19. Springfield Elementary is ensuring that our reopening plans align with the requirements and expectations outlined by Governor Murphy in the State’s *The Road Back: Restart and Recovery Plan for Education* ([Executive Summary](#) or [Full Plan](#)).

We all play an important role in preventing the spread of illness on campus. We rely on our Springfield families to share this responsibility with us in order to keep our entire community safe and healthy. In advance of the school year, all families will be asked to sign the Health and Wellness Pledge as part of a special commitment in the coming year to safeguard our community from COVID-19. The key expectations we have of our families include the following:

- Complete the daily symptom survey prior to arriving on campus.
- Keep your child at home if they are sick.
- Keep your child home if they or others in your household are exposed to COVID-19 and, if so, contact the school immediately.
- Pick up your child immediately if they show symptoms of illness and need to go home.
- If your child or someone in your household tests positive for COVID-19, contact the school immediately and keep your child home.
- Follow federal, state, and local orders regarding social distancing and other measures to prevent the spread of COVID-19.
- Provide your child with a face covering on a daily basis to be used at school.
- Practice and reinforce good hygiene practices at home.
- Keep your medical information current with the school.

Handwashing with soap and water for at least 20 seconds should take place after going to the bathroom, before/after eating, after blowing one's nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains at least 60% alcohol is recommended. Springfield has hand sanitizer dispensers in every classroom and at key entry/exit points on campus. Bathrooms will have a limit on the number of students allowed at any given time. Faculty and staff will encourage students to wash hands at key moments throughout the day, and disinfecting protocols will be in place for students utilizing individual classroom and hallway bathrooms.

CLASSROOMS, TESTING, & THERAPY ROOMS

In accordance with recommendations from the CDC and guidance from the State of New Jersey, Springfield will work with our community to maintain a social distance of six feet between members whenever possible. We have worked to measure and modify classrooms, move desks, remove furniture when needed, and rearrange seating to facilitate social distancing. Where six feet of social distance is not possible, we are adding plexiglass shields or other barriers to limit the spread of germs. We are working to limit the mixing of children and adults when appropriate and keeping class groups as separate and distinct as possible. This will mean special area teachers coming to students, as opposed to students traveling between classrooms. We ask that students and employees share materials and supplies as little as possible. Students will have their own sets of supplies that will be stored and labeled separately. In all grades, we ask that students not share devices, food, school supplies, or other items in an effort to reduce the spread of germs. If this is not possible, disinfecting wipes will be available in areas where shared items are likely to be found, so students can clean items between users. Locker use in sixth grade will be discouraged and limited to avoid congregating in a way that makes maintaining social distance difficult.

The school is installing clear plexiglass shields in areas where there is frequent face-to-face interaction (front desk, library desk, business office, division offices, etc.). To avoid crowding in bathrooms, limited capacities will be put in place. Water fountains will not be in use for direct drinking (bottle refills only at designated fountains, under the direct supervision of a faculty or

staff member who will disinfect fountain controls after each use) until such time as they are deemed safe for all students and staff; therefore, we strongly encourage students to bring their own water bottles to school in an effort to promote hydration, encourage sustainable practices, and limit the spread of germs.

When possible, we will encourage the opening of windows and doors to increase air flow, dilute any airborne virus that might be present, and introduce fresh air into learning spaces. Weather permitting, teachers will be encouraged to take classes outside, and outdoor learning spaces will be maximized and available for use. We are conducting a review of our HVAC systems and adding stronger filters in some of those that may benefit from upgrades. To the extent possible, we will eliminate or minimize recirculation of indoor air.

Our goal is to maximize learning for our students to the extent permitted by the state and as we deem appropriate for our school community. As outlined in [The Road Back reopening plan](#) from New Jersey, this may mean that all students are at school, we are deploying a hybrid schedule, or we are operating completely online. We will be creatively using large spaces at the school in an effort to welcome back as many students as possible according to health and safety guidelines. This may mean unconventional classrooms like the cafeteria, gymnasium, or outside. We believe prioritizing having students on campus will provide a greater benefit to student learning, which outweighs any potential downsides of using non-traditional learning spaces.

We are in the process of revamping the virtual Springfield experience in all grades based on our lived experiences this spring and on additional research and planning this summer. We have also planned professional development for all faculty this fall in an effort to strengthen our ability to pivot from in-person to online learning and to maximize diverse learning modalities. We are supporting our faculty to re-envision what virtual learning could look like should students participate in class remotely on any given day. Technology investments will allow students to participate more easily in their learning and for teachers to stay connected to students no matter the context. Flexibility is the key this year. This means flexibility for our school to pivot online as the health crisis evolves and flexibility for students to participate in learning according to their needs.

From all in-person learning at school to all-remote learning from home, we have designed scenarios to adjust to the latest guidance from the CDC and the State of New Jersey. Our plan is to open for in-person learning and remain in this mode as long as the guidance allows. In addition to allowing for 100% in-person learning, we will also provide families the flexibility to have their child learn remotely, if necessary. If there is a need to reduce the number of people at school at any point, we may move to the hybrid in-person / remote learning scenario.

TECHNOLOGY & ACCESS

In an effort to provide maximum flexibility and equitable access, Springfield will have Chromebooks ready for all students in Grade 1 through Grade 6, with iPads ready for all Kindergarten students. This 1:1 program is designed to address the unique challenges of the 2020-21 school year and will eliminate the need for students to share computers by providing everyone with their own device. Should we find ourselves in Virtual Springfield for extended periods of time, these devices will allow even our youngest learners a way to seamlessly access their teachers and connect with classmates in a developmentally appropriate way. As we did last year, we will survey families about Internet connectivity and other technology needs to ensure an equitable experience for all. More information, forms, and training will be forthcoming, but we hope this continued investment of technology will ease concerns and provide an adequate infrastructure to help students complete their studies and maintain contact with the community should they be home for periods of time next year. In addition, Wi-Fi infrastructure will be enhanced to support the added traffic of the 1:1 program, and technology support will be extended to all students and families while in remote mode to ensure all necessary resources are adequately accessible.

VIRTUAL & HYBRID LEARNING

We recognize that although our goal is at-school learning for all students on a daily basis, this may not always be possible for a variety of reasons. Some families may not be able to have their children return to school for reasons related to the virus. There may also be times when we elect or are asked to de-densify our school by having cohorts of students continue their learning from home on a rotating basis. By using technology to extend the reach of our classrooms, Springfield students will be able to maintain their daily learning schedule remotely, either in full or in part (depending on the developmental needs of the particular student). In the event that a family opts for full virtual learning or the district needs to move to a hybrid model, all students will have access to school-issued Chromebooks, allowing them to successfully participate in classroom experiences. Flexibility for students and the school will be key next year as the global health situation evolves. The following learning plan options have been developed to respond appropriately to identified needs.

Full Virtual Learning Plan

Students opting for full time remote learning will be expected to participate in daily virtual lessons via Google Meet. Participation means that the student must be present at the designated start time (or will otherwise be noted tardy or absent based on whether or not he/she has joined the lesson), the student cannot disable video during instruction, the student must complete & submit assigned work (digital work and hard copy assignments as required), and the student must contribute to dialogue with teachers (students will be strongly encouraged to contribute to dialogue with remote learning peers). Additionally, parents must be available to procure materials from the school on designated pick up days (materials may include assignments, books, etc..)

Full time remote learning options will be dictated by the number of students choosing this option for the start of school in September. The following scenarios outline the delivery of remote instruction based upon the percentage of students selecting this option.

- The 10% Scenario (10% of students opt for full time remote learning)
 - Asynchronous learning, per the classroom teacher, as students would be provided set times for virtual instruction along with digital and hard copy assignments to be completed daily
 - Synchronous learning would occur via a livestream through Google Meet, with video focused solely on the classroom teacher and/or Smartboard, allowing remote learners to see and hear instruction in real time while allowing the teacher to simultaneously respond to their needs
 - Instruction may not occur via the assigned teacher and may include multi-grade cohorts
- The 30% Scenario
 - Early dismissal schedule w/ in-person instruction followed by remote learning
 - Remote learning students would have assignments for AM
 - Possible scheduling of virtual related arts during AM for remote learning
- The 50% Scenario
 - Grade levels could be split to allow one teacher to provide full day remote learning while the other teacher provides in-person instruction
 - Virtual related arts provided at designated days and times aligned to in-person

In accordance with District Policy 1648.02, a parent may request a student receive full-time remote learning from the school district by submitting a written request to the Principal. The written request shall be provided to the Principal at least thirty (30) calendar days before the student is eligible to commence full-time remote learning. Transitions may be requested at the conclusion of a trimester (i.e. students opting for full remote learning starting in September will be required to continue remote through the entirety of Trimester 1, with requests to transition to in-person honored at the start of Trimester 2). For in-person learners, a request to transition to remote learning must be provided thirty (30) days before the student is eligible to commence full-time remote learning; however, during Trimester 1 requests may be granted on a case-by-case basis; families requesting this switch during the trimester will be required to provide documentation of a health-related concern or substantial change to family circumstances in order for a mid-trimester change to be approved.

Hybrid Learning Plan

In the event that the school must transition to a hybrid learning environment, where cohorts of students alternate in-person and remote learning schedules, we will deploy the following model:

- Cohort A will attend in-person on Monday & Tuesday with remote learning on Wednesday, Thursday and Friday
- Cohort B will attend in-person on Thursday & Friday with remote learning on Monday, Tuesday, and Wednesday

- All in-person school days will follow the full day schedule for students (8:50 - 3:20) and staff (8:30 - 3:30)
- Asynchronous learning will be followed for remote learning with the expectation of Wednesdays as detailed below
 - Wednesday is a remote learning day for all students and will follow an early dismissal schedule (8:50 - 12:50 with no lunch period)
 - All students will be expected to attend virtual classroom activities via Google Meet for the duration of Wednesday's early dismissal schedule
 - Due to the nature of the calendar in regards to when school is closed, Wednesday afternoons (1:35 - 3:30) will be used to for small group or individual cohort (A or B) work in order to maintain consistency in the delivery of curriculum

TRANSPORTATION

In consultation with our transportation provider, Northern Burlington Regional School District, we will schedule our traditional bus routes with seating at full capacity. Face coverings will be mandated / required for all students during bus transportation. Parents who choose to waive transportation via bus due to the face covering mandate or any other reason will be required to provide transportation for their children. In anticipation of a greater number of families choosing to transport their children to and from school, we have revised our drop-off and pick-up procedures to accommodate increased traffic flow, limit the congregation of parents and students, and maintain the safety of all pedestrians crossing the parking lot during these high-traffic times. Please see Appendix A for associated maps detailing these arrangements.

In keeping with guidelines from The Road Back reopening plan, all parents and students involved with drop-off and pick-up will be required to wear face coverings when not in their vehicles. Additionally, temperature screening and social distancing for students has been incorporated into the drop-off procedures.

STUDENT FLOW, ENTRY, EXIT, AND COMMON AREAS

The Restart Committee recognizes the challenges our school faces in order to maintain the health and safety of everyone at Springfield Elementary while minimizing the disruptions to our students' education. While our goal is to provide in-person instruction for a full school day, the arrival and dismissal procedures outlined below may come at the expense of instructional time. We anticipate that as these new norms become more well-rehearsed, their intrusion on the instructional day will lessen.

STAFF ARRIVAL

All staff will utilize the side entrance (Door 2) to the 1939 wing to enter the building. If more than one staff member arrives at the entrance at the same time, they must keep a six foot separation and enter the building one person at a time (spacing will be marked off and, in the event of inclement weather, waiting staff members will be able to take shelter in the gymnasium). Upon exiting their vehicles and prior to entering the building, all staff must secure a face mask covering their mouth and nose. Immediately upon entering through Door 2, all faculty will report

directly to their designated room and complete the COVID-19 symptom tracking form and record their presence via the swipe-in module in Genesis. Prior to student arrival, a designated staff member will complete a non-contact temperature scan on all faculty members; faculty temperature data will be maintained by the school nurse for any members recorded at 100.4 degrees or higher. Instructional support staff will enter through Door 2 and report directly to the Main Office for a non-contact temperature scan; support staff temperature data will be maintained by the school nurse for any members recorded at 100.4 degrees or higher. In the event that a faculty or staff member presents with a temperature of 100.4 degrees Fahrenheit or higher, he or she will immediately exit the building and notify the main office by phone of their absence. Additionally, if a faculty or staff member must leave due to a temperature or any other presenting symptoms, any areas where he or she was or may have been will be thoroughly sanitized prior to student arrival.

STAFF DISMISSAL

At the conclusion of their contracted school day, staff will utilize the “Swipe-Out” module in Genesis to indicate that they are leaving the building. Staff should utilize various building exits to alleviate hallway congestion and must practice social distancing if multiple staff members are exiting the building at the same time.

STUDENT ARRIVAL - PARENT DROP OFF

In anticipation of a greater number of families opting to transport their children to and from school, our drop off and pick up procedures have been modified to accommodate greater traffic while maintaining the safety of everyone involved. A designated drop off area has been provided for parents; at this drop off location, parents will remain in their vehicles with students exiting and being administered a non-contact temperature scan. Temperature data will be maintained by the school nurse for any students recorded at 100.4 degrees or higher. In the event that a student presents with a temperature of 100.4 degrees Fahrenheit or higher, he or she will be directed to return to their vehicle with the parent/guardian provided the option for a temperature rescan after a five-minute waiting period. If the parent opts for the rescan and it is still reading at 100.4 or higher, or if the parent declines the rescan option, the parents will subsequently notify the school nurse of the anticipated absence. Students presenting with no symptoms will be directed to follow a secure and marked walking path to the school entrance where they will then report directly to their homeroom teacher. Please see Appendix A for associated maps detailing these arrangements.

Face coverings must be worn at all times once a student has exited the vehicle, entering the building, and into the classroom. Homeroom teachers will determine when face coverings may be removed based on classroom social distancing and learning activities.

STUDENT ARRIVAL - BUS

Springfield will continue to utilize five bus routes to transport students to and from school. As these routes differ in length and the number of students on board, arrival times to the school vary by route. Therefore, we will utilize these staggered arrival times to assist with social

distancing and screening of students as they arrive. As a bus arrives, students will exit per row under the driver's direction with no more than six students standing in an aisle at any given time. As the students exit the bus they will be administered a non-contact temperature scan. Temperature data will be maintained by the school nurse for any students recorded at 100.4 degrees or higher. Students who present with no symptoms will enter the building via the following entry points:

- Kindergarten, Grade One, & Grade Two students in Mrs. Traino's homeroom will enter via the Main Entrance to the building (Door 1)
- Grade Two students in Mrs. Bucko's homeroom and Grade Three students will enter the building via the entrance door located adjacent to the Art Room (Door 14)
- Grade Four, Grade Five, and Grade Six students will enter the building via the entrance door adjacent to the School Nurse's Office (Door 15).

In the event that a student presents with a temperature of 100.4 degrees fahrenheit or higher, he or she will be directed to a designated isolation room. Students in the isolation room will be temperature rescanned after a five-minute waiting period; if the temperature still reads at 100.4 degrees fahrenheit or above, the school nurse will administer a temperature check via an oral and a temporal scan thermometer. If that reading is 100.4 or higher, the nurse will contact the student's parent to arrange pick up of the child.

Face coverings must be worn at all times while on the school bus, exiting the bus, entering the building, and into the classroom. Homeroom teachers will determine when face coverings may be removed based on classroom social distancing and learning activities.

STUDENT DISMISSAL - PARENT PICK UP

To allow for social distancing of students picked up by parents at the conclusion of the school day, parents are required to notify the school office in advance regarding their intention to pick their child up from school (this may be done by note, by phone, or by email). A master list will be provided to all faculty to ensure awareness of these arrangements. Students in grades K - 3 with last names beginning with A through M will be called to the cafeteria starting at 3:10, followed by grades 4 - 6 at 3:12. Students in grades K - 3 with last names beginning with N through Z will be called to the gymnasium starting at 3:15, followed by grades 4 - 6 at 3:17. Specific areas of the parking lot have been designated as parent/guardian waiting areas, with masks mandatory. Students will be released to parents in a staggered manner to provide continued social distancing and ensure the safety of everyone while navigating the parking lot.

Please see Appendix A for associated maps detailing these arrangements.

STUDENT DISMISSAL - BUS

To ensure proper social distancing in the hallways during dismissal, students taking the bus home will be dismissed from their classrooms, by bus, utilizing a staggered release schedule (bus dismissal will work from 6th grade backwards in order to load busses with the oldest

students in the back and the youngest in the front). Faculty and staff who do not have responsibility for an afternoon homeroom will be assigned hall monitor duties to assist students with maintaining social distancing during dismissal, and members of the administrative team will be stationed outside to ensure social distancing is maintained as students load the busses.

SCREENING, PPE, & RESPONSE TO STUDENTS AND STAFF PRESENTING SYMPTOMS

The current guidance from the State of New Jersey is that all students, school staff, and visitors are required to wear face coverings. While the district has taken steps to organize classrooms in a manner that promotes the maximum distancing between desks, along with providing desk shields and barriers, students will be required to wear face coverings in accordance with state mandate. We will work to space children out as often as possible, especially during mealtimes and recess, so that students can be without coverings.

Applicable Exceptions:

- Doing so would inhibit the student's health
- The student is in extreme heat outdoors
- A student's documented medical condition, or disability as reflected in an Individualized Education Plan, precludes the use of face covering
- During the period that a student is eating or drinking
- The student is engaged in high intensity aerobic or anaerobic activities
- Face coverings may be removed during gym and music classes when individuals are in a well-ventilated location **and** able to maintain a physical distance of six feet apart

Additional Considerations:

- Face shields may not be used to satisfy the face covering requirement. However, they may be an option for students with medical or other challenges that preclude the use of face coverings. If face shields are used without a mask, they should wrap around the sides of the wearer's face and extend to below the chin.
- Students and educators that rely on facial cues may consider use of clear face coverings where available. This might include students who are deaf or hard of hearing, students receiving speech/language services, young students in early education programs, and English-language learners.
- Researchers have identified "frequent discomfort" as a potential challenge associated with implementing use of face covering requirements. Students and staff should be provided face covering breaks throughout the day. Face covering breaks should only occur when social distancing can be maintained and ideally outside or with windows open.
- Face coverings should be provided by the student's family/guardian and can be included as part of the back to school supplies list provided to families/guardians prior to the start of the school year. Schools should strive to provide extra disposable face coverings for students who need them, and should provide face coverings for students that are experiencing financial hardship and are unable to afford them to the greatest extent possible.

Parents/guardians must provide a face covering for their children at the start of the year, and it is advisable to have several that fit the student and are comfortable to wear for extended periods of time. Experts recommend masks that are three layers thick and more tightly-woven fabrics, such as 100% cotton, are preferable. Given that face coverings should be washed regularly, it is a good idea to have a rotation of face coverings to choose from. Faculty/staff may wear clear face shields when able to maintain social distance from students, which may make it easier to instruct and for students to understand both the words and emotions of the teacher. When working in close proximity with students and when social distancing cannot be maintained, employees are expected to wear masks.

We know that the idea of a child wearing a face covering all day may not seem practical or realistic, depending on the age of the child. For children and employees alike, wearing face coverings every day is sure to become fatiguing and frustrating. We will work hard, especially as weather permits, to bring children outside as much as possible and to encourage “face covering breaks” when appropriate (such as outside time when social distancing can be maintained). By taking advantage of lower-risk times to take a break from face coverings, we believe that students and employees will be more likely to wear them during higher-risk activities.

Students or staff who show any signs or symptoms of illness that could be passed on to others will not be allowed to attend school. If ill students are well enough to attend classes remotely, reasonable accommodations will be made for those students to join on-campus learning through virtual channels (Zoom, Google Meet, etc). What this looks like may vary from grade to grade, depending on what is developmentally appropriate for the age of the child. Attendance policies will be flexible, and students will not be penalized - as it relates to issues of truancy - if they are sick. We will have measures in place to prioritize students' continuity of learning if they are absent for extended periods of time.

All students will be administered a non-contact temperature scan upon arrival each day. Parents/guardians will also be asked to complete a quick symptom survey on behalf of their child on a daily basis in order to come to school. This will help us work collaboratively with families to make Springfield as safe and healthy as possible. Symptom surveys will also be used by employees on a daily basis, as well as daily temperature screenings for all employees prior to their entry to the building. Approved visitors to campus must adhere to the same requirements.

Springfield is creating additional space to accommodate students or adults who show signs of illness during the school day. By having separate spaces, it will allow us to continue to serve students in need of first aid or other services, while keeping those with symptoms in an isolated space until they are picked up by their parent/guardian. We encourage anyone with symptoms of COVID-19 or anyone who has come in contact with someone who has COVID-19 to seek diagnostic viral testing and to maintain communication with the school. The Pandemic

Response Team is currently developing specific response protocols, in coordination with our county health officials, should we encounter a case of COVID-19 on campus.

Families who have particular concern for the health of their children due to preexisting conditions or other high-risk categories should contact the school nurse as soon as possible, so that we can work with your family to address your concerns and provide support.

- JoAnn Ricciani, School Nurse
 - jricciani@springfieldschool.org
 - 609-723-2479 x. 106

CONTACT TRACING

Case investigation and contact tracing are fundamental activities that involve working with a patient (symptomatic and asymptomatic) who has been diagnosed with an infectious disease to identify and provide support to people (contacts) who may have been infected through exposure to the patient. This process prevents further transmission of disease by separating people who have (or may have) an infectious disease from people who do not. It is a core disease control measure that has been employed by public health agency personnel for decades. Case investigation and contact tracing are most effective when part of a multifaceted response to an outbreak. A successful notification of exposure allows for an exchange of information with the person (contact) exposed to COVID-19 and offers an opportunity to answer questions and provide referrals for testing, medical evaluation and other necessary support services. The goals of this interaction are to inform the person that they may have been exposed to COVID-19, assess their medical condition and other risk factors, and gather information for continued monitoring and support. Developing trust and a warm, empathetic rapport, while maintaining a professional relationship, is key to providing effective support and collecting accurate information to inform the next steps in the contact tracing investigation.

CDC Key Considerations for COVID-19

- Since COVID-19 can be spread before symptoms occur or when no symptoms are present, case investigation and contact tracing activities must be swift and thorough.
- The complete clinical picture of COVID-19 is not fully known. As scientists learn more, updates may be made to recommendations for testing priorities and the window period (when the patient was infectious and not under isolation) in which contacts should be elicited.
- Remote communications for the purposes of case investigation and contact tracing should be prioritized; in-person communication may be considered only after remote options have been exhausted.
- Broad community engagement is needed to foster an understanding and acceptance of local case investigation and contact tracing efforts within each community.
- Significant social support may be necessary to allow clients with probable and confirmed COVID-19 diagnoses to safely self-isolate and close contacts to safely self-quarantine.

We have developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance to include the following:

A. Contact Tracing

1. The school nurse will report suspected cases to the Burlington County Health Department (BCHD)
2. Determine responsibility of school for contact notification for test positive cases and contacts.
3. Standardize internal investigation procedure required

B. Isolation/ Quarantine suspected/ confirmed COVID case

1. Individuals who have **symptoms of COVID-19 AND**

a) **have tested positive** (by PCR, rapid molecular or antigen testing)
OR

b) **have not been tested** (i.e. monitoring for symptoms at home) should stay home and away from others until:

(1) At least 10 days have passed since their symptoms first appeared

AND

(2) They have had no fever for at least 24 hours (one full day without the use of medicine that reduces fever)

AND

(3) Other symptoms have improved (for example, symptoms of cough or shortness of breath have improved)

2. Individuals who have **NO symptoms and have tested positive** should stay home and away from others until:

a) 10 days have passed from the collection date of their positive COVID-19 diagnostic test AND they have not developed symptoms.

3. Individuals who **have symptoms and have tested negative** should stay home and away from others until:

a) 24 hours after their fever has ended without the use of fever reducing medications and other symptoms improve.

4. Individuals who are identified as a **close contact*** should:

a) Self-quarantine and monitor for symptoms for 14 days from the last date of exposure with the person, even if contact tested negative.

b) ***Close contact is defined as being within 6 feet for at least a period of 10 minutes.**

FACILITIES CLEANING PROCESS

Springfield Elementary School will adhere to current cleaning practices and protocols and will stay informed of any new guidance from local health authorities. In addition, we are developing a schedule of more regular cleaning/disinfecting of high-touch surfaces throughout the day. Special attention will be given to classroom surfaces, bathrooms, door handles, shared objects, and high-traffic areas. Disinfecting wipes and hand sanitizer will be available for use in each classroom. Where disinfectants are used, products will be registered with the U.S. Environmental Protection Agency.

Our school has purchased two EMist EM360 electrostatic disinfectant sprayers to increase our cleaning capacity and efficiency. The EMist EM360 is a powerful, efficient and cost-effective disinfection treatment that places an electrostatic charge to liquid disinfectants as they leave the spray nozzle, which causes them to cling to virtually any surface. One gallon of solution can cover up to 54,000 high-touch point square feet of surface area per hour. We have also purchased two EPIX360 cordless handheld electrostatic disinfectant sprayers to assist during the day with high contact areas, particularly bathrooms and shared spaces such as the cafeteria. The EPIX360 lays down an even, uniform and wraparound layer of germ-killing disinfectant up to 4,000 high-touch square feet per 8 ounces of solution.

MEALS

When seated to full capacity, our cafeteria allows for 128 students at any given time. To safely provide for six-feet of social distancing during lunch periods, the maximum capacity for students is reduced to 40 (based upon configuration). Therefore, we will employ a rotational schedule during lunch periods where one grade level will eat in the cafeteria while the other grade level(s) eat in their classrooms. Instructional assistants will be assigned to specific grade levels to provide supervision be they in the cafeteria or the classroom. We are exploring the possibility of outdoor seating and the use of the gymnasium for lunches as well; if these logistics are possible, they will be incorporated into the rotational schedule.

Lunch will be available to purchase, and we will be utilizing disposable covered containers to deliver entrees. Students will submit orders in accordance with “offer versus serve” guidelines, and these self-contained meals will be delivered to students at their seats in the cafeteria or directly to their classrooms. During the first two weeks of the school year, only menu entrees and daily alternate entrees (e.g. PB&J or chicken nuggets) will be available; however, once we have established these new cafeteria routines and responded to any challenges, ala-carte items (e.g. ice cream, snacks, Gatorade) will be available to purchase. The system for ala-carte purchases will include pre-order forms, delivery direct to students, and socially distanced purchasing lines clearly labeled in the cafeteria.

Families opting for full virtual learning will continue to have the opportunity to purchase meals throughout the school year. Online forms will be available for daily or weekly ordering, with delivery available for all students eligible for the free meals program.

In the event that the district deploys a hybrid or full remote model, online order forms will be utilized for school meal purchases and the district will continue to work collaboratively with the Springfield Township Police Department to provide delivery for all orders.

RECESS / PHYSICAL EDUCATION

Recess and time spent outside is critical for the healthy mental, physical, and emotional health of children. Especially in a year when students may be more limited to particular classrooms, we will prioritize recess and time outdoors. Recess times will be staggered to reduce large groups on the playground at once and to limit mixing between cohorts. Grade levels may be assigned a designated area of the playground which will rotate throughout the year to offer variety. Students will be asked to wash their hands before and after playing outside. Additional spaces will be made available to students in all divisions to encourage time outside. Shared equipment - such as frisbees, jump ropes, and toys - will be discouraged. Limited use of balls or other equipment may be used, checked out from teachers, and subsequently disinfected between cohorts.

Physical education will be modified to adhere to state guidelines, with students participating in low-impact activities. Gymnasium use will be limited, so all students are encouraged to come to school wearing comfortable clothing that could be used for outside PE activity. Shared equipment will be limited and sanitized after each use; physical distancing will be required. Most PE activities will involve working on individual skills in a designated space physically distant from others in the class. Whenever possible, students will participate in PE outside.

FIELD TRIPS, EXTRA-CURRICULAR ACTIVITIES & USE OF FACILITIES OUTSIDE SCHOOL HOURS

Springfield Elementary recognizes that athletics, clubs, and other activities are important physical and social outlets for students, and we hope to maintain these activities as much as possible this coming year. That being said, students and families should expect modifications to these experiences in order to reduce risk.

Clubs

Kids Clubs and after school activities are an integral part of the Springfield Elementary School experience. Decisions on how these co-curricular offerings will continue, whether we are in person, hybrid, or virtual next year, will be contingent upon further and continued guidance from the CDC, the NJ Department of Health, and the NJ Department of Education. The format for the meetings may change depending on the guidelines available at the time.

Performing Arts

Singing and voice projection are considered higher-risk activities in that there is greater potential for viral spread through droplets and aerosols. Springfield Elementary is considering ways to modify choir, theater, and certain instrumental activities that involve blowing air. We deeply value the benefits that the performing arts bring to our students and are planning for ways to

keep these activities as part of students' lives, while also reducing any inherent risk. Practicing outside, social distancing inside, and creating alternative types of performances are all being considered for next year.

Use of Facilities Outside of School Hours

The Board of Education shall determine approval of facilities usage by outside organizations in accordance with District Policy 7510. Approval will be determined in consideration of the most up-to-date guidance from the CDC and the Burlington County Department of Health, along with guidelines on indoor gathering capacities issued via Executive Order by the Governor of the State of NJ.

SOCIAL-EMOTIONAL WELLNESS & COMMUNITY

Social and Emotional Learning (SEL) is an integral part of teaching and learning and is foundational to the Springfield educational community. SEL is defined as the process through which children and adults understand and manage emotions, set and achieve positive goals, establish and maintain positive relationships, and make responsible decisions. As we reopen school, we recognize the complex and varying ways in which our community members are experiencing this pandemic, including a range of emotions related to stress, anxiety, trauma, loss and isolation. We plan to strengthen our SEL competencies and support structures to broaden our definition of what learning is and where it takes place to create a more inclusive and equitable learning environment and community. This will include comprehensive professional development for staff and guided learning activities by mental health professionals for students.

SUPPORT RESOURCES

We will continue to assess the social and emotional needs of our students, families and educators and the impact that social isolation has had on the way we re-engage and reconnect as a school community. We are putting structures in place (e.g., peer-to-peer mentoring and an advisory program) to promote supportive adult-student relationships to ensure that every student has a caring adult or peer in the community who checks in with them regularly and to whom they can reach out. Our community members have access to mental health, trauma, and learning support resources. In addition, we plan to provide resources and programming to help families through this transition back to school. Webinar offerings may include: children's use of screen time, dealing with feelings of isolation and fear, and the impact of race and trauma.

STUDENT / FAMILY WELLNESS

Families are encouraged to reach out to our school social worker with any concerns related to their child's mental health or learning support needs. Please contact Rebecca Schweitzer at rschweitzer@springfieldschool.org, (609) 723-2479 ext. 108.

As we return to school this fall, we will continue developing procedures to address the return to school of medically fragile students and students with physical or health impairments who may require additional assistance through a 504 accommodation plan.

FACULTY / STAFF WELLNESS

Thoughtful planning has been in place to determine how to best sustain the energy and well-being of our faculty and staff. As educators are supported, they will better be able to support the social-emotional and learning needs of their students. A Community of Care Committee will be created with the goal of planning activities to connect and support faculty and staff as we transition to reopening and during any extended virtual learning times that may occur. This committee will continue to provide self-care and reflection opportunities for faculty and staff throughout the school year.

WELCOMING STUDENTS AND FAMILIES

We recognize that some students and families are new to our school community. There will be opportunities for new and returning students and families to connect with each other, and we are re-imagining what some of our offerings will look like as we head into the school year. There will be virtual welcome sessions in lieu of our annual orientation on Thursday, August 27th.

DIVERSITY, EQUITY, AND INCLUSION

We recognize that the global pandemic has exposed and exacerbated existing inequities in our school community and society at large. In addition, current events have put systemic inequities at the forefront for us to examine how we engage around these important topics while upholding the commitment to maintain a safe environment for all students. We recognize one important component of SEL is building social awareness skills which include empathy building, appreciating diversity, and respect and dignity of others. We will aim to facilitate developmentally appropriate conversations around bias, prejudice, and stigma and use our community norms to guide our dialogue. We will continue to provide resources for our community to engage around these topics and address any emerging equity challenges that we may face. We will continue to offer student programming, affinity spaces, professional development for faculty and staff, and Diversity and Inclusion events for families.

FIRST DAYS OF SCHOOL

August 27, 2020: Virtual Orientation for Kindergarten and New Students

September 1, 2020: Staff Professional Development

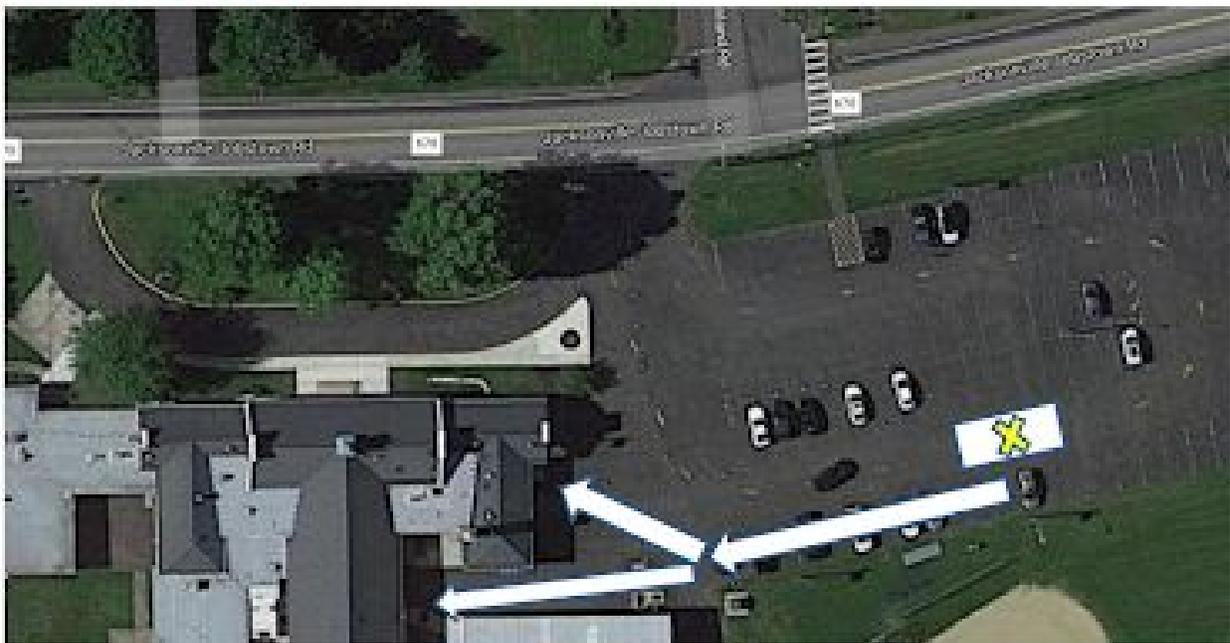
September 2, 2020: School Reopening Walkthrough Exercise

September 3, 2020: Staff Professional Development

September 8, 2020: First day of school for students

APPENDIX A - TRANSPORTATION

Student Drop Off



Student Pick Up

