



COVID-19
PANDEMIC PREPAREDNESS PLAN
Revised July 28, 2020

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I. PURPOSE

Our organization's Pandemic Preparedness and Response Plan is a guide for planning for, responding to, and recovering from a pandemic that may impact our schools and community. In this plan we identify 1) potential occupational exposure to infectious disease, 2) ways to mitigate student and employee risk of contracting these infections, 3) methods to respond in an appropriate and timely manner if exposure incidents occur, 4) how to ensure continuity of learning and therapeutic services during an outbreak.

II. SCOPE

An infectious disease is transmitted either by inhalation of infectious particles/droplets or direct contact of the particles/droplets with mucous membranes in the respiratory tract or eyes. Infectious diseases may include the Novel Coronavirus (COVID-19), MERS, SARS, Ebola, Anthrax, pandemic flu, and other known diseases. Examples of infectious diseases for which this plan could apply are included in Appendix A -Descriptions of infectious diseases.

During an outbreak of a highly infectious disease, the US Government – US Department of Health and Human Services (HHS) along with the Centers for Disease Control and Prevention (CDC) - is the national leader for overall communication and coordination efforts. They also work closely with the World Health Organization (WHO). Our company will follow the recommendations of these organizations as well as the Occupational Safety and Health Administration (OSHA), and other applicable federal, state, and local health authorities.

III. PLAN ADMINISTRATOR & PANDEMIC RESPONSE TEAM

The Plan Administrator has the overall responsibility to administer the plan for our operations.

Christopher Leonard is the Plan Administrator. Our Pandemic Response Team consist of:

Staff Member Name	Role
	Principal,
	Clinical Director
	Office Manager
	Principal,

	Teacher
	Other:
	Other:

IV. COVID-19

The information for infection with SARS-CoV-2 (COVID-19) has been updated as of July 2020.

Coronavirus Disease 2019 (COVID-19) is a respiratory disease caused by the SARS-CoV-2 virus. It has spread from China to many other countries around the world, including the United States. To reduce the impact of the COVID-19 outbreak, our schools has developed a preparedness and response plan.

V. SYMPTOMS OF COVID-19

Infection with SARS-CoV-2, the virus that causes COVID-19, can cause illness ranging from mild to severe and, in some cases, can be fatal. Symptoms typically include fever, cough, and shortness of breath. Some people infected with the virus have reported experiencing other non-respiratory symptoms. Other people, referred to as *asymptomatic cases*, have experienced no symptoms at all.

According to the CDC, symptoms of COVID-19 may appear in as few as 2 days or as long as 14 days after exposure.

VI. HOW COVID-19 SPREADS

COVID-19 started from exposure to an infected animal. Infected people can spread COVID-19 to other people. The virus is thought to spread mainly from person-to-person, including:

- Between people who are in close contact with one another (within about 6 feet).
- Through respiratory droplets produced when an infected person coughs or sneezes. These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
- It may be possible that a person can get COVID-19 by touching a surface or object that has the virus on it and then touching their own mouth, nose, or possibly their eyes, but this is not thought to be the primary way the virus spreads.

People are thought to be most contagious when they are most symptomatic (i.e., experiencing fever, cough, and/or shortness of breath). Some spread might be possible before people show symptoms; there have been reports of this type of asymptomatic transmission with this new coronavirus, but this is also not thought to be the main way the virus spreads

VII. STUDENT AND STAFF PROTECTION

We shall use feasible engineering controls and work practice controls to reduce student and staff exposure to infectious diseases. When those controls are not sufficient, we shall provide personal protective equipment. Where appropriate, our company will follow the recommendations of federal, state, and local health authorities which may include, but not be limited to the following:

- Have sick employees and students stay home
- Ensure that sick leave policies are flexible and consistent with public health guidance and that employees are aware of these policies
- Maintain flexible policies that permit employees to stay home to care for a sick family member
- Recognize that employees with ill family members may need to stay home to care for them.
- Establish policies and practices to increase the physical distance among employee and between employees and others if health authorities recommend use of social distancing
- Implementing flexible worksites (e.g., telework), as appropriate
- Implementing flexible work hours (e.g., staggered shifts), as appropriate.
- Increasing physical space between people at the worksite
- Implementing flexible meeting and travel options (e.g., postpone non-essential meetings or events)
- Delivering services remotely (e.g. phone, video, or web)
- Receiving products through curbside pick-up or delivery

Finally, we will also be maintaining regular housekeeping practices, including cleaning and disinfection of the work environment.

VIII. PREVENTION:

Promote the daily practice of everyday preventive actions at all times

1. Stay home when you are sick and advise students, staff, and parents to do the same.
2. Stay home for at least 24 hours after you no longer have a fever or signs of a fever without the use of fever-reducing medicines.
3. Cover your coughs and sneezes with a tissue. Discard used tissues immediately. Wash your hands often with soap and water for at least 20 seconds.
4. Use at least a 60% alcohol-based hand sanitizer if soap and water are not available.
5. Clean frequently touched surfaces and objects and check-in with cleaning personnel to verify regular cleaning and disinfecting. Schools should follow standard procedures for routine cleaning and disinfecting with an EPA-registered product. Typically, this means daily sanitizing surfaces and objects that are touched often, such as desks, countertops, doorknobs, computer keyboards, hands-on learning items, faucet handles, phones, and toys.
6. Provide flu-prevention supplies in your school. Have supplies on hand for staff and students, such as soap, hand sanitizer with at least 60% alcohol, tissues, trash baskets, and disposable facemasks. Plan to have extra supplies on hand during a pandemic. Note: (Keep hand sanitizers out of reach of small children. Use of alcohol-based hand sanitizers

has raised concerns about eye contamination, skin reactions, alcohol poisoning, and flammability. Small children should only use hand sanitizers under adult supervision).

7. Designate a staff person (building Principal) to be responsible for responding to COVID-19 concerns. Employees, students and parents should know who this person is and how to contact them.
8. Create and maintain a communication systems for staff and families for self-reporting of symptoms and notification of updates, changes to procedures, exposures, and closures

IX. Maintain accurate daily records of attendance for students and staff

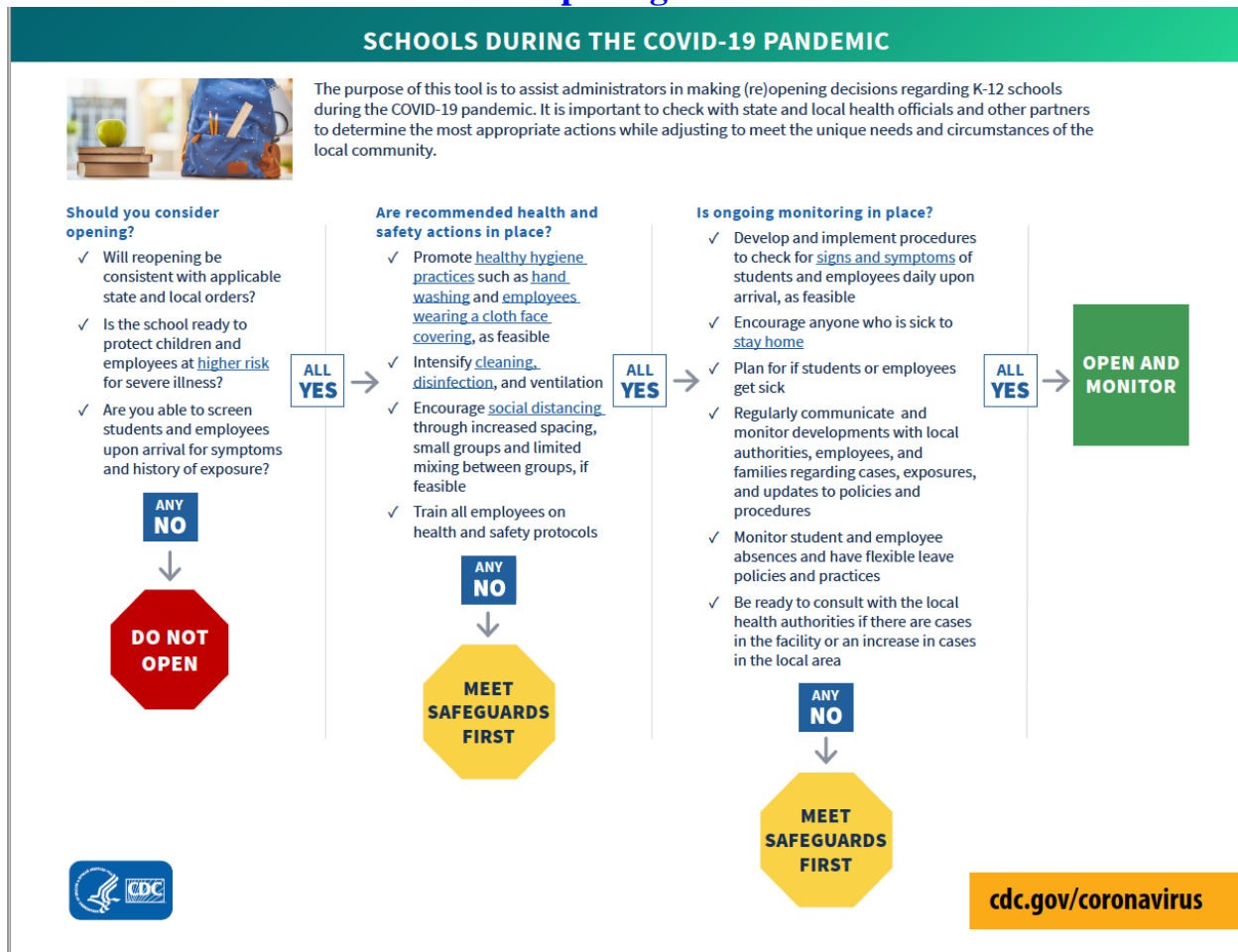
X. Coordinate with Local Health Officials

Establish Contact with your Local Health Department: www.localhealth.nj.gov

- a. Sage Day Boonton
 - i. Rockaway Twp Health Dept:
 - ii. Health Officer: Peter Tabbot 973-983-2848
 - iii. Emergency After Hours: 973-625-4000
- b. Sage Day Mahwah
 - i. Bergen County Health Awareness Regional Program (HARP) 551-996-2038
 - ii. Local Health Officer: Angela Musella 201-445-7217
 - iii. Emergency After hours: 201-445-7217
- c. Sage Day Rochelle Park
 - i. Bergen County Health Awareness Regional Program (HARP) 551-996-2038
 - ii. Health Officer: Hansel Asmar 201-634-2601
 - iii. Emergency After hours: 201-785-8500
- d. Sage Day Princeton:
 - i. Hamilton Twp Division of Health
 - ii. Health Officer: Kristin Reed 609-689-5562
 - iii. Emergency After Hours: 609-890-3820

XI. Restart and Recovery Plan

A. School Decision Tree for Reopening



B. Prior to Reopening:

1. Establish and continue communication with local and State authorities to determine current mitigation levels in your community.
2. Follow [NJDOH Guidance for Reopening Childcare](#).
3. Evaluate facility space and make adjustments in furnishings to promote social distancing and safe movement throughout the building.
4. Protect and support staff and students who are at higher risk for severe illness, such as providing options for telework and virtual learning.
5. Plan to provide students and staff from higher transmission areas telework or learning and other options as feasible to eliminate travel to lower transmission areas and vice versa.
6. Maintain ongoing communication with any external community organizations that use your facilities to ensure that they also follow this guidance.
7. Ensure that students, parents, and staff are oriented to guidelines for:
 - a. Health screenings

- b. Social distancing
 - c. Handwashing
 - d. Face Coverings
 - e. Staying home when sick
8. Ensure that staff have received written notice that the Sage Day Schools will manage sick leave in compliance with the [Families First Coronavirus Response Act: Employer Paid Leave Requirements](#). A copy of Employee Rights for Sick and Family Leave Under the Families First Coronavirus Relief Act was sent to all employees during the Spring of 2020 and must be re-sent to all employees prior to the start of the 2020-21 school year. This notice is also posted in [Shared Drives/Sage Day Staff/Resources/Manuals](#).
 9. Ensure water has been tested for lead (annually) and test water for pathogens after a prolonged closure. Encourage staff and students to bring their own water. Turn off/Seal off water fountains and post signage indicating: “DO NOT USE.”

C. CORE GUIDANCE

The Sage Day Academy Restart and Recovery Plan incorporates the core guidance contained in four key subject areas as outlined in *The Road Back: Restart and Recovery Plan* produced by the NJ Department of Education.

- 1. Conditions for Learning**
- 2. Leadership and Planning**
- 3. Policy and Funding**
- 4. Continuity of Learning**

1. CONDITIONS FOR LEARNING

A. HEALTH & SAFETY GUIDELINES

1. General Health and Safety Guidelines

- a. Provide reasonable accommodations for staff and students at risk for severe illness.
- b. Teach and reinforce washing hands and covering coughs and sneezes among students and staff.
- c. All Staff must wear face coverings. Face coverings are most essential in times when physical distancing is not possible. Staff should be frequently reminded not to touch the face covering and to wash their hands frequently. Information should be provided to all staff on proper wear, removal, and washing of face coverings.
- d. Students are **required** to wear face coverings. Information should be provided to all students on proper wear, removal, and washing of face coverings. Students will be provided with frequent

reminders and opportunities to wash their hands as well as guidance on proper handwashing.

- e. Have adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), tissues, and no-touch trash cans.
- f. Post signs on how to stop the spread of COVID-19, properly wash hands for 20 seconds, promote everyday protective measures, and properly wear a face covering. (Examples below)
 - [Wash Your Hands!](#)
 - [Keep Calm: Wash Your Hands](#)
 - [Feeling Sick?](#)
 - [Please Wear Your Face Mask Properly](#)

2. Classrooms, Testing and Therapy Rooms

- a. Rooms must be set up to allow for social distancing (seating 6 feet apart, desks facing the same direction. Room capacity must be posted for each room.
- b. Either keep class groupings static or limit contacts during class changes by staggering movement time and establishing direction of travel restrictions in hallways and stairwells.
- c. Minimize the use of shared objects by utilizing 1:1 electronic devices, books, and materials. Prepare individual kits of materials for students as necessary. Larger equipment (lab equipment, microscopes, etc.) that must be shared **MUST** be disinfected between uses.
- d. Keep each student's belongings separated from others' via the use of individually labelled containers, cubbies, or areas.
- e. Ensure adequate ventilation by opening windows if possible and by installing and maintaining MERV-13 filters in HVAC systems.
- f. Prepare and maintain hand sanitizing stations in high traffic areas and keep bottled hand sanitizer in classrooms, therapy rooms and testing rooms.
- g. Encourage proper handwashing as outlined under General Guidelines above.
- h. Non-essential visitors and delivery personnel must be restricted. IEP meetings, testing, and family therapy shall be conducted remotely until NJDOH or local health have provided written authorization or guidelines for access. Intakes should be conducted remotely. Tours may be conducted at school provided all participants wear face coverings and observe the social distancing and hygiene practices outlined in this plan. Essential repair personnel should be restricted to non-school hours when possible. When essential repairs must be made during school hours, workers must sign in and out (timestamped), wear face coverings, and observe the social distancing and hygiene practices outlined in this plan.

- i. Ensure that staff, students, and parents continue to be oriented to all of these practices.

3. Transportation

- a. The Principal, or designee(s), at each location shall coordinate with transportation companies and drivers to reinforce the practices of
 - i. maintaining social distancing,
 - ii. cleaning and disinfecting buses,
 - iii. monitoring the health of drivers,
 - iv. **ensuring that attendance is recorded for each bus during each trip to facilitate contact tracing.**
- b. The Principal, or designee, at each location shall coordinate communication with parents to reinforce the importance of checking students for symptoms and taking temperatures at home. **Parents must be cautioned not to send students to school with symptoms under any circumstances, and not to send students to school who have taken any fever reducing medication within 24 hours of coming to school.**
- c. The Principal, or designee, at each location shall ensure that arrivals and departures to and from school are scheduled and implemented in a manner that allows for social distancing.

4. Student Flow, Entry, Exit, and Common Areas

- a. Each location shall establish an external location(s) at a point of entry for student and staff health screenings (separate locations may be established for staff and students, if helpful).
- b. The school shall provide physical guides in their health screening locations as well as on stairwells, in hallways, common areas and classrooms to help ensure that staff and students remain at least six feet apart. These guidelines shall establish a required direction of travel, as necessary to maintain social distancing.
- c. Face coverings will be required when it is not possible to maintain social distancing.

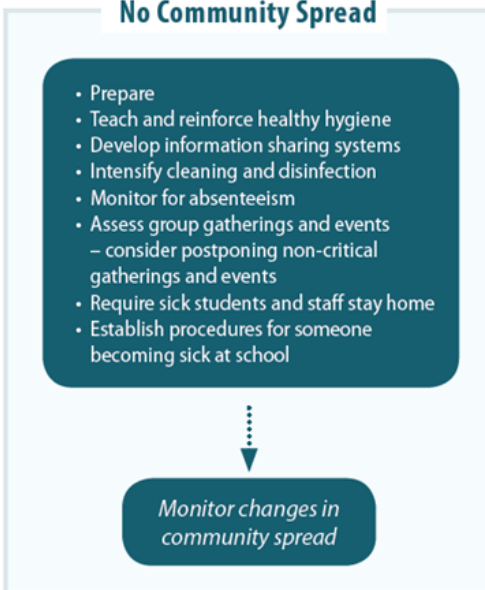
School Decision Tree for Student and Staff Illness in School

School Decision Tree

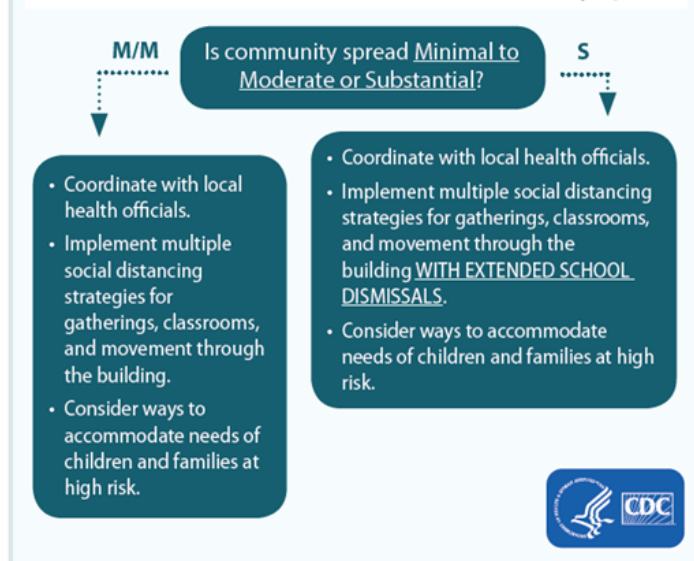
All Schools Regardless of Community Spread



No Community Spread



Minimal to Moderate OR Substantial Community Spread



5. **Screening, PPE, and Response to Students and Staff Presenting with Symptoms**

Screening

- a. Students and employees will be respectfully screened for symptoms of and history of exposure to COVID-19 in accordance with the standard protocol established for the Sage Day Schools. This protocol shall be updated periodically to ensure accordance with the most current CDC guidance and considerations. All locations will use [Daily Health Screening](#).

Response

- a. Establish a designated isolation room or area for people who are sick.
- b. Establish procedures for safely transporting anyone sick home or to a healthcare facility. Whenever possible a parent, guardian, or adult family member should transport students.
- c. Notify local health officials, staff, and families immediately of a possible case while Students and employees will be required to leave or not come into school if they test positive for COVID-19 and may be asked to leave or not come to school if they exhibit one or more of the symptoms of COVID-19, based on CDC guidance, that is not otherwise explained:
 - A fever of 100.4° F or greater
 - Cough
 - Shortness of breath or difficulty breathing
 - Chills
 - Repeated shaking with chills
 - Muscle pain
 - Headache
 - Sore throat
 - New loss of taste or smell
 - Fatigue
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
- d. Students displaying one or more of these symptoms (and especially, fever, cough, or difficulty breathing) should be respectfully placed in your designated isolation room or area and asked to wear a face mask until they can be sent home. Parents of students or adult students who are sent home should be advised to follow [What To Do If You Are Sick](#) and [When You Can Be Around Others After You Had or Likely Had COVID-19](#). Provide printouts of these documents.

- e. Staff members displaying one or more of these symptoms should be respectfully sent home and advised to follow [What to Do if You Are Sick](#) and [When You Can Be Around Others After You Had or Likely Had COVID-19](#). Provide printouts of these documents.
- f. Any person sent home with symptoms will require a doctor's written clearance or negative COVID-19 test result to return to school.**
- g. Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants and keep disinfectant products away from children.
- h. The Principal or designee shall contact the school nurse to report the situation, to coordinate communication with local health officials regarding reporting and contact tracing, and to identify any additional measures to be taken.
- i. If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality. If the individual does not live in New Jersey, the case should be reported to the New Jersey Department of Health (609-826-5964).
- j. Assist Local Health Officials with contact tracing. Methods to assist in contact tracing include providing records of groups/cohorts, assigned staff, and daily attendance. Facilities should be prepared to provide the following information when consulting public health:
 - i. The identity of the person with COVID-19 or probable COVID-19 (i.e. staff, child in care, household contact).
 - ii. The date the person with COVID-19 or probable COVID-19 was last in the building;
 - iii. The date the person developed symptoms.
 - iv. Types of interactions the person may have had with other persons in the building or in other locations.
 - v. How long their interactions were with other persons in the building.
 - vi. If other persons in the childcare program have developed any symptoms; and
 - vii. Any other information to assist with the determination of next steps.

6. Contact Tracing

- a. All staff, students, parents, and guardians shall be provided with information regarding the role of contact tracing in keeping the school community safe from the spread of contagious disease.
- b. Each school location shall work collaboratively with their school nurse and local health department to facilitate contract tracing by

the local health department as well as educate the broader school community on the importance of contact tracing.

7. Facilities Cleaning Practices

- a. Intensify cleaning, disinfection, and ventilation
- b. Clean and disinfect frequently touched surfaces within the school nightly and at planned intervals during the school day (for example, playground equipment, door handles, sink handles, drinking fountains) and shared objects (for example, devices, lab equipment, art supplies) between uses.
- c. Use only FDA approved products and ensure cleaning staff are using safe and correct application of cleaning products and disinfectants. Keep products away from children.
- d. Ensure ventilation systems operate properly and utilize MERV-13 filters in HVAC systems.
- e. Increase circulation of outdoor air as much as possible by opening windows and doors, using fans, or other methods. Do not open windows and doors if they pose a safety or health risk (e.g., allowing pollens in or exacerbating asthma symptoms) to students using the facility.
- f. Continue to follow water safety protocols outlined in [II. Prior to Reopening](#) (above). Encourage staff and students to bring their own water and do not reopen water fountains without written clearance from your local health department.
- g. [In the event that any outdoor tent\(s\) or temporary structure\(s\) is/are used for screening or instruction, the Principal, or designee\(s\) shall ensure that the tent or structure is inspected and approved for use by local fire officials.](#)

8. Meals

- a. Serve meals in classrooms or stagger dining to allow for social distancing.
- b. Serve individually plated, boxed, or bagged meals.
- c. Clean and disinfect between groups.
- d. Clean and sanitize tables/surfaces between each meal service, pursuant to [Environmental Protection Agency \(EPA\) Guidelines](#).
- e. Space students at least six feet apart.
- f. Ensure students are not sharing food.
- g. Use disposable food service items (e.g., utensils, dishes).
- h. Encourage proper hand washing before and after eating meals and hold activities in separate classrooms.

9. Recess/Physical Education

- a. Recess and physical activities shall be conducted in a manner that ensures social distancing. This will involve the use of physical guidelines, outdoor spaces as possible and careful selection of activities.

- b. If two or more groups are sharing an indoor or outdoor space at the same time, they should have at least 6 feet of open space between them.
- c. Use cones, flags, tape, or other signs to create boundaries between groups.
- d. Always wash hands immediately after outdoor playtime.
- e. Complete an inventory of outdoor spaces (green spaces, open space, and local parks and fields) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet for social distancing).
- f. Students should be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education and outdoor activities.
- g. Mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment) and do not allow sharing of equipment. If equipment must be shared, clean and disinfect between each use. Physical Education may be conducted online as necessary.

10. Extracurricular Activities and Use of Facilities Outside of School Hours

- a. All extracurricular activities must comply with applicable social distancing requirements and hygiene protocols as outlined throughout this plan.
- b. All community organizations utilizing school facilities must follow the standards and guidance contained in this plan.

B. SHORT-TERM SCHOOL CLOSURE

1. Check State and local health department notices daily about transmission in the area and adjust operations accordingly
2. In the event a person diagnosed with COVID-19 is determined to have been in the building and poses a risk to the community, consult local health officials and consider closing for a short time (2-5 days) for cleaning and disinfection. Implement remote instruction. Continue to communicate with staff and families during the closure to monitor community spread and determine whether to re-open or initiate longer term closure.

C. MEASURES TO ADDRESS IMPACT OF SOCIAL ISOLATION ON STUDENTS AND STAFF

Social Emotional Learning and School Climate and Culture

Staff Well Being

1. Provide time and space for individuals to process traumatic events, re-establish connections with each other, and receive support that promotes their healing.

2. Support staff access to mental and behavioral resources and encourage them to utilize these services.
3. Create opportunities for staff to regularly practice and reflect on their social and emotional competencies. This will include a pilot program in which a cohort of teacher representatives from each location will participate in a Mindfulness Awareness program for Educators as well as continued training for clinicians in Transference-Focused Psychotherapy (TFP)..

Trauma Informed Social and Emotional Learning

1. Establish clear routines and maintain clear communication among staff and between staff, students, and families.
2. Prioritize relationships and well-being over assignment and behavioral compliance.
3. Support students and staff in feeling safe, connected, and hopeful for connection and reflection among students, families, and staff (i.e., virtual town-halls, small group online meetings, surveys, etc.).
 - a. Assess feedback to highlight SEL strategies that have been effective in supporting and engaging students, families and staff and identify action steps for improvement.
4. Continue to utilize the intensive individual, group and family therapy modalities that are intrinsic to our programs to provide **wraparound case management, mental health support**, and a consistent forum for **communication with each family**.

School Culture and Climate

1. Prioritize the health and emotional well-being of staff and students above all else.
2. Assess the school climate to identify vulnerabilities and plan to implement evidence-based strategies to address identified needs
3. Set clear expectations on social norms, relationship building, and behavioral expectations and continue to sustain reinforcement of these elements throughout the school year.

Utilizing the Strengths of Staff

1. Utilize newsletters, the school website, and/or social media to continually communicate with families and staff about the application and importance of SEL.
2. Provide students with opportunities to connect with other students (within learning and socially).
3. Remain vigilant regarding any changes in student behavior and report concerns to administrators and clinical staff to facilitate prompt intervention.
4. Continue dialogue with staff to assess well-being and identify professional development needs.
5. Educators and Clinicians should stay attuned to developing best practices and share these with colleagues. Best practices should be catalogued for ready reference by staff.

Multi-Tiered Systems of Support

Universal Screening, Data-Based Decision Making & Collaborative Problem Solving Teams

Educators in each Academic Department/Subject Area shall establish measures to gather data to evaluate student readiness and drive instructional decisions upon the return to school and serve as a Collaborative Problem Solving Team to identify best practices for differentiated skill development and recovery.

Family Engagement

1. Administrators and staff at each location shall establish protocols to actively include families and students in decision-making processes, teams, and meetings regarding interventions and supports. Techniques may include surveys, virtual parent advisory group meetings, virtual town halls, etc.
2. There should be ongoing consideration of families' capacity to provide in-home support for students and the provision of support or accommodations that may be necessary to facilitate family participation.

2. LEADERSHIP AND PLANNING

A. PANDEMIC RESPONSE TEAM

- a. Each Sage Day location shall establish a Pandemic Response Team that is representative of the school community and meets at least weekly. Team responsibilities include:
 - i. Overseeing the school's implementation of the district's reopening plan, particularly health and safety measures, and providing safety and crisis leadership.
 - ii. Adjusting or amending school health and safety protocols as needed.
 - iii. Providing staff with needed support and training.
 - iv. Reviewing school level data regarding health and safety measures and the presence of COVID19 and reporting that data to the district as required.
 - v. Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posted by COVID-19.
 - vi. Providing necessary communications to the school community and to the district.
 - vii. Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.
 - viii. Our Pandemic Response Team is listed here: [PLAN ADMINISTRATOR & PANDEMIC RESPONSE TEAM](#)

B. SCHEDULING

1. Scheduling Priorities are :
 - a. Lead with the health, safety, and wellness of students and staff as the top priority.
 - b. Maintain the continuity of learning.

- c. Facilitate equity and ease of access to communications and resources.
 - d. Flexibly accommodate the needs and varying circumstances of all learners.
 - e. Incorporate educators, students, parents, and school boards and other community members in the local community into entire analysis and planning cycle.
2. Each Sage Day location shall implement a three-tiered plan for reopening that will include options for In-Person Learning, Hybrid Learning and Remote Learning.

C. STAFFING

1. Administrator Guidelines

- a. Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
- b. Provide time for staff collaboration and planning (See Scheduling section).
- c. Prioritize vulnerable students for face-to-face small group and/or individual instruction.
- d. Help identify needs for and ensure implementation of differentiated instruction.
- e. Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
- f. Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This should include how they grade students. Do this at the start of the year and adjust and reinforce each quarter.
- g. Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- h. Hone collaboration, cooperation and relationship building skills using alternative methods to remain connected to virtual instruction.
- i. Define and provide examples of high-quality instruction given context and resources available.
- j. Assess teacher, student, and parent needs regularly.
- k. Ensure students and parents receive necessary supports to ensure access to instruction.
- l. Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
- m. Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- n. Collaborate on curriculum planning and assessing student academic and social emotional well-being when they return to school.
- o. Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote

learning conferences and/or surveys to parents about their student's experience and learning while out of school.

- p. Leverage the range of academic interventions and social emotional and mental health support services our schools provide.
- q. Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- r. Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- s. Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

2. Instructional Staff Guidelines for Hybrid and In-Person Learning

- a. Reinforce social distancing protocol with students and colleagues
Limit group interactions to maintain safety.
- b. Reinforce school building safety logistics (entering, exiting, restrooms, etc.).
- c. Stay current with district online protocols and platforms.
- d. Set clear expectations for remote and in-person students.
- e. Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to in-person and remote settings.
- f. Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- g. Prioritize vulnerable students for face-to-face small group and/or individual instruction.
- h. Implement differentiated instruction for both enrichment and remediation.
- i. Provide regular feedback to students and families on expectations and progress.
- j. Assess student progress early and often and adjust instruction and/or methodology accordingly.
- k. Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- l. Instruct and maintain good practice in digital citizenship for all students and staff.
- m. Make necessary curricular adjustments to continuously improve the quality of instruction in remote and hybrid environments.

3. Educator Roles Related to School Technology Needs

- a. Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
- b. To the extent possible, provide one-to-one instructional devices and connectivity.

D. ATHLETICS

Sage Day locations that offer interscholastic athletic programs shall follow the [NFHS Guidance for Opening Up High School Athletics and Activities](#) in determining readiness and setting protocols for resumption of practice and play. No interscholastic team may resume practice until written protocols are developed and approved by the Director of Operations.

3. POLICY AND FUNDING

A. PURCHASING

The governance and leadership of Sage Day have engaged in, and will continue to engage in, extensive research and needs assessment related to Personal Protective Equipment, Facilities, and Technology. Budgets have been adjusted to facilitate non-customary purchases and capital expenditures. Bulk purchasing and cooperative contracts will be leveraged as possible to maximize efficiencies.

Non-Customary Purchases shall include but not be limited to:

- Face Coverings (Masks and Face Shields)
- Protective Plexiglass Barriers
- Bottled Hand Sanitizer
- No-Touch Hand Sanitizer Dispensers & Refills
- Disinfecting Wipes
- Extra Disinfecting Spray
- Gloves
- No-Touch Trash Cans
- Electrostatic Disinfectant Spraying Devices
- Air Purifiers
- Tents for Outdoor Screening Stations
- MERV Filters for HVAC systems
- Supplementary Broadband Access for Families in Need
- Tablets for Health Screening Data Collection

4. CONTINUITY OF LEARNING

A. ENSURING THE DELIVERY OF SPECIAL EDUCATION AND RELATED SERVICES

1. Plan and deliver instruction to each student in accordance with the goals and objectives, accommodations and modifications outlined in the student's Individualized Learning Plan.
2. Conduct frequent formative assessment to monitor progress and adjust instruction.
3. Differentiate instruction as necessary for both enrichment and remediation.

4. Maintain consistent communication with parents to provide progress reporting and to obtain feedback on each student's adjustment to in-person, hybrid and/or remote learning.
5. Implement targeted recovery activities for students in need of additional support or remediation.
6. Provide consistent progress reporting on attendance and level of engagement to each student's case manager.
7. Ensure continuity of postsecondary planning.

B. TECHNOLOGY AND CONNECTIVITY

1. [Equitable access to instruction and therapeutic services](#) shall be provided to all students. This will begin with ensuring that all students have access to suitable devices and the internet. In updating instructional and therapeutic plans, Sage Day will assess or reassess the digital preparedness of all students and families: (e.g., [Sage Day Boonton Digital Preparedness Survey](#)). Our schools will loan devices to students who do not have them and arrange for cellular internet for students who lack internet access. Instruction and therapeutic services are customized to the age-appropriate needs of students at each Sage Day location and monitored and adjusted to ensure that these needs continue to be met. As new students join the Sage Day community they will be surveyed to assess access to necessary devices and the internet.
2. Reinforce Responsible Use Policies
3. Engage in data-driven planning. Track participation rates in remote learning. Attendance and assessment of engagement should not be based exclusively on student online participation. Use assignment or project completion as an alternative for attendance purposes and conduct targeted outreach to help students overcome barriers to participation.

C. CURRICULUM, INSTRUCTION, AND ASSESSMENT

VIRTUAL AND HYBRID LEARNING ENVIRONMENT CURRICULUM

1. Prioritize the most critical prerequisite skills and knowledge for each subject area and grade level now (e.g. Power Standards).
2. Identify students' areas of unfinished learning and provide acceleration support.
3. Keep in mind that during virtual instruction, the type of learning experiences that are appropriate will vary based on grade band and content area.
4. Adapt the curricular scope and sequence/pacing for each subject area and grade level to accommodate where you need to provide acceleration support.
5. Monitor your students' progress on grade-appropriate assignments and adjust your supports based on student results.

VIRTUAL AND HYBRID LEARNING ENVIRONMENT INSTRUCTION

1. Teachers will continue to utilize Google Classroom to manage assignment workflow.
2. Implement targeted recovery activities for students in need of additional support or remediation.

3. Utilize supplemental online resources such as *IXL*, *Learning Ally*, *Read-Write*, *Grammarly*, *NWEA MAP*, to assess progress and support individualized learning strategies.
4. Bear in mind how trauma and other challenges related to students' social and emotional needs can impact learning.
5. Leverage students' strengths.
6. Foster student voice and choice to promote engagement and independent learning.
7. Use scaffolding to meet the unique needs of all students and accelerate learning without reducing rigor or sacrificing grade-level material.
8. Identify effective methods to differentiate student learning (e.g., small group instruction, different tools/products).
9. Provide effective feedback that helps students anticipate and be successful on next steps.
10. Develop meta-cognitive strategies including arranging study space self-regulation, time management, goal setting, planning, material organization, and self reflection on successes and areas for improvement.
11. Provide pre-assessments at the start of units, and formative assessments throughout units.
12. Set reasonable expectations, build collaboration skills (peer-peer learning).
13. Build in time to help students develop skills such as self-regulation, time management, goal setting, and effective teamwork.
14. Provide clear and flexible expectations, type and length of activities and interactions (small groups, office hours, etc.).
15. Use multiple approaches (e.g., synchronous, asynchronous, teacher-created videos, screencasting, independent, analog, etc.).

VIRTUAL AND HYBRID LEARNING ENVIRONMENT ASSESSMENT

1. Inventory Sources of Current Student Performance Data: Sources may include, but are not limited to formative classroom assessments (quizzes, exit slips, etc.), student observations, student self-assessments, district benchmark assessments, projects, etc.
2. Make sure to utilize multiple sources of student data.
3. Develop Hypotheses: After preparing data for examination, interpret the data and develop hypotheses about factors contributing to students' performance and the specific actions that can be taken to meet students' needs.
4. Determine Appropriate Assessment Tools: Develop an inventory of various assessment tools available (PBLs, portfolios, Kahoot etc.) and determine which would be most appropriate to utilize in order to evaluate student strengths and areas for improvement per the hypotheses made based on the available student performance data.
5. Develop Assessment Strategy: At the start of an instructional unit, based on the student data available, create a strategy that test the hypotheses made based on the available student performance data by carrying out instructional changes that are likely to increase student learning, and use

appropriate assessment tools to gather more, current student performance data.

6. Restart the feedback loop by collecting and interpreting the new student performance data to evaluate the impact of instructional changes and make further hypotheses.
7. Educator Planning Time: Educators will require opportunities to collaborate and plan for developing pre-assessments which will complement the initial instructional units that will be covered as schools reopen in the fall.
8. Data Analysis: Facilitate opportunities to build-up staff culture for collaborative analysis of data to confirm or refute hypotheses, inform additional questions that need to be answered, and to establish next steps.
9. Feedback Loops: Repeat the cycle by creating additional data-informed hypotheses and test them throughout the school year.

D. PROFESSIONAL LEARNING

1. Ensure all instructional staff are familiar with the G-Suite for Education, Google Classroom, PowerSchool, and Power Teacher environments
2. Ensure all clinical Staff are familiar with Doxy.me and Power School for log entries.
3. Continue to ensure common planning time for instructional staff and collaborative discussion and planning between instructional and clinical staff.
4. Emphasize learning activities related to best practices in trauma-informed practices, hybrid learning, remote learning, use of formative assessment, differentiated instruction, and [accelerated learning techniques](#).
5. Develop observation and evaluation schedules with hybrid learning in mind.
6. Adjust mentoring plans as needed to ensure goodness of fit with remote and hybrid learning environments.

E. CAREER AND TECHNICAL EDUCATION

Because the Sage Day Schools are specialized therapeutic schools focused on restorative therapeutic education our missions do not include the full spectrum of Career and Technical Education offerings. The Relevant components are addressed here.

WORK-BASED LEARNING (WBL)

1. All Sage Day School locations shall adhere to WBL requirements as outlined in [NJAC Chapter 19](#) as well as guidelines for health and safety in the workplace such as social distancing and use of enhanced Personal Protective Equipment (PPE) that are outlined in the [NJDOH's COVID-19: Information for Schools](#) and the [CDC's Considerations for Schools](#).
2. Ensure WBL coordinators, students and parents receive the most current available guidance and information about health and safety in the workplace.
3. Work closely with business representatives to discuss liability concerns and safety training for students.
4. Provide students with safe work-based experiences by limiting in-person WBL and replacing these with remote experiences unless, or until, workplace conditions permit safe in-person experiences.

CAREER ADVISEMENT AND DEVELOPMENT

1. Schedule in-person and/or virtual career advisement meetings between students and school counselors to discuss and develop a plan for student learning plans, career education, personal and social development and college and career pathways.
2. Provide career education materials and counseling news (high school course catalogs, virtual and in-person college tours, scholarship information etc.) on the school webpage, school announcements, and billboards in addition to electronic communication for students and parents to access.
3. Schedule in-person and/or virtual career education meetings with parents to review student learning plans, college and career pathways, CTE programs and career exploration.
4. Utilize online career and college preparation tools to promote career exploration and college readiness.
5. Incorporate career/industry guest speakers into CTE courses using an online meeting platform or consider live streaming for enhanced interaction with students
6. Limit attendance at in-person business and community professional meetings and enforce recommended social distancing and safety guidelines and offer virtual participation.
7. Provide appropriate PPE for teachers, students and staff to participate in in-person meetings and WBL experiences.

5. STRATEGIC PLANNING AND MANAGEMENT OF LONG-TERM SCHOOL DISMISSAL

1. Continue to monitor local and regional community spread. Discuss and plan for long-term school dismissal if illness gets worse in your community/sending districts. These plans should be coordinated between your Pandemic Response Team, local health officials, county superintendent, and the Director of Operations/Governance.
2. Utilize your school's plan to continue educating students via Remote Instruction if schools are temporarily dismissed. Resources may include web-based instruction (synchronous and asynchronous), Google Classroom, e-mail, social media, local television, radio stations, or U.S. mail.
 - a. In updating your instructional and therapeutic plans, assess the digital preparedness of all students and families: (for example: [Sage Day Boonton Digital Preparedness Survey](#)).
 - b. Any day in which students impacted by a public health-related closure have access to home instruction services provided consistent with the [Guidance Regarding Requirements for Public Health-Related School Closure](#) will count as a day in which the board of education has provided public school facilities toward its compliance with the 180-day requirement in accordance with N.J.S.A. 18A:7F-9.
3. Therapeutic services shall be continued via <https://doxy.me/> or other HIPAA-compliant platform.

4. Monitor learning and therapeutic implementation and make adjustments as needed to accommodate differentiation and to adjust to disruptions in online services.
 - a. Continue to share resources daily, weekly.
5. Coordinate with school districts to:
 - a. Conduct remote IEP meetings. These may be done by phone or videoconference according to the needs and preferences of the student, family and school district.
 - b. Coordinate with providers to ensure that related-services such as speech and language, OT, etc. are continued remotely.
 - c. Determine how transportation will be handled in the event that the sending district is closed and Sage Day is open.
6. Re-opening your school shall follow guidelines established in Section [IV. Restart and Recovery Plan](#). The decision to re-open schools should be made in consultation with local public health officials.
7. Utilize your emergency messaging platform (Swift K12, Remind app, etc.) and email for distributing timely and accurate information to staff, students, districts, bus companies, suppliers, and key community partners and stakeholders).
8. Address potential language, cultural, and disability barriers associated with communicating pandemic flu information to staff and students. Learn more about reaching people of diverse languages and cultures by visiting: www.cdc.gov/healthcommunication/Audience/index.html. Learn more about communicating to staff in a crisis at: www.ready.gov/business/implementation/crisis

[Provision of Remote Instruction and Therapeutic Services](#)

In the event that schools are closed due to an outbreak, each Sage Day location shall deliver Remote Instruction using Google Classroom, Google Meet, and/or Zoom. Attendance will be taken each day and the level of each student's engagement shall be monitored. The Principal Team and Office Manager Team shall meet remotely each week (more frequently as necessary) with the Director of Operations, Director of Curriculum and Instruction and Technical Coordinator to plan, monitor and adjust delivery of instruction and related services. Remote Therapeutic Services (individual, group and family therapy) shall be delivered via Doxy.me, the HIPAA compliant telemedicine platform. The Clinical Director Team shall meet remotely each week with the Executive Director to plan, monitor and adjust the delivery of therapeutic services. Each Principal and Clinical Director shall meet remotely each week with individual teachers and teacher teams for normal supervision. Principals will also observe and monitor instruction via Google Classroom and by attending selected video conference sessions via Google Meet and Zoom. Each site and each teacher will tailor instructional plans to meet the age-appropriate and differentiated needs of students.

[Equitable Access to Instruction: Plan Component 1](#)

Equitable access to instruction and therapeutic services shall be provided to all students. This will begin with ensuring that all students have access to suitable devices and the internet. Families will be surveyed to assess this access. Sage Day will loan devices to students who do not have them and arrange for cellular internet for students who lack internet access. Instruction and therapeutic services are customized to the age-appropriate needs of students at each Sage Day location and monitored and adjusted to ensure that these needs continue to be met. As new

students join the Sage Day community they will be surveyed to assess access to necessary devices and the internet.

Access To Technology By Grade

(Note: All students not having access to a device or the internet have been provided that access by Sage Day).

Grade Level	Number Enrolled	Access to Device	Access to Internet

Assessment of Degree of Digital Divide and Plan to Address:

Our data does not indicate a significant digital divide. We close any gaps by providing devices and/or internet as needed.

School Demographic Profile

Demographic Category	Number of Students
State Funded Preschool	0

Homeless	
Migrant LSE	0
Students with Disabilities	
English Language Learners	

Addressing Special Education Needs: Plan Component 2

Because the vast majority of students placed at Sage Day have IEP's, instruction is always tailored to implement Individualized Education Plans. This remains intact during remote instruction as students continue to receive accommodations (e.g., extended time, study guides, notetaker, audio texts, pre teaching, text to speech and other assistive technology, 1:1 guidance, etc.) and modifications (e.g., adjusted length, breadth and depth of assignments, pass fail grading, alternate texts, etc.). Teachers continue to track and report on progress toward IEP goals and objectives. Our principals, clinical directors, and staff clinicians maintain consistent phone and written communication with district case managers to ensure services are implemented in accordance with IEPs. We hold virtual IEP meetings via Google Meet or Zoom in the service of evaluating, re-evaluating, monitoring and adjusting services for students with disabilities.

Addressing ELL and Bilingual Needs: Plan Component 3

These services are developed and implemented as needed in cooperation with our sending school districts. We communicate with ELL families through the use of interpreters who also assist us in developing translated materials and directions, as needed. Because our instruction is so IEP driven, we also implement alternate methods of instruction, differentiation, access to technology as needed. Our teachers and staff clinicians help us identify and troubleshoot ELL access challenges.

Safe Delivery of Meals: Plan Component 4

Because our staff clinicians maintain weekly contact with families, they are often the first to be able to assess and identify any need for meals for students. These needs are addressed on a case by case basis. Lunch is the only meal that Sage Day provides to students eligible for free or reduced lunch. In the event that a student has this need, lunch can be ordered and delivered to the student from a vendor vetted for safe food handling and contactless delivery.

Length of Virtual Home Instruction: Plan Component 5

Sage Day has designed remote instruction to maximize student growth and learning to the greatest extent possible. Our plans are adjusted to the age levels, grade levels, and needs of the students at each school location. Each school's customized plan includes a minimum of 4 hours of instruction and practice for each academic class in which a student is enrolled. In addition, expectations for each grade level, and academic discipline are agreed upon and standardized.

Attendance Plan: Plan Component 6

Our attendance plans are aligned with our standard attendance policy. Attendance is taken at the beginning of each instructional day. Students who log in are marked, 'Present,' and students who do not log in are marked, 'Absent' or 'Exempt,' if they meet the criteria for exemption outlined in the [Policy and Procedure Manual](#). Our attendance policy requires that students must not accumulate more than 20 absences per year in order to be promoted or graduate. When a student is marked absent, parents are immediately contacted by phone. Based on the reason(s) for absence, the principal, clinical director, and family therapist make a plan to address the absence and re-engage the student. Interventions include individual counseling, family therapy, virtual meetings with parent, student, administration, and therapist. In the event that a student is absent for 5 consecutive school days, written notice is provided to the district. Interventions for sustained absences include a meeting with the student, parents, administration, therapist and case manager. In the event that a student is not participating in online instruction and/or submitting assignments, interventions include individual therapy, family therapy, teacher virtual meeting with the student and/or student and parents, and administration meeting with the student and/or student and parents. In the case of work refusal of 2 weeks or more, written notice is provided to the school district and a virtual IEP meeting is scheduled.

Facilities: Plan Component 7

Each facility will be maintained according to need. The Principal or designee shall inspect the building no less than once weekly and schedule repairs and maintenance as needed.

Summer Programming Plan Component 8

Extended School Year (ESY) will be delivered remotely to Sage Day students whose IEPs require ESY. At [Name of location], the summer program will commence on [Date] and end on [Date]. Daily hours will be from [Time] a.m. to [Time] p.m. ESY programming will include personalized instruction in at least two academic areas to support remediation, maintenance of skills or academic enrichment as needed. Students will continue to receive [Frequency] weekly individual therapy and [Frequency] group therapy.

Board Approval: Plan Component 9:

This plan was approved by the Sage Day Governance on July 28, 2020

Posted on Website: Plan Component 10:

This plan was posted on the Sage Day Website on July 31, 2020

List of Essential Staff by Job Title: Plan Component 11

The plan includes a list of essential employees for each location by job title as an addendum that will be shared with all sending districts and the County office associated with each school location each time the plan is updated.

Sharing Plans: Component 12

The plan has been shared with all sending districts and the County office where each facility is located and will be re-shared each time the plan is updated.

RESOURCES

Extensive Resources related to Conditions for Learning, Leadership and Planning, Policy and Funding, and Continuity of Learning may be found in Appendix B of [The Road Back: NJ's Restart and Recovery Plan for Education](#)

[24 HOUR HOTLINE: 1-800-222-1222](#)

[CDC RESOURCES](#)

- [2019 Novel Coronavirus](#)
- [Interim Guidance for Childcare and Schools](#)
- [School Exclusion List](#)
- [COVID-19 Immediate Actions](#)
- [Infectious Disease Epidemic Tips for School Mental Health Professionals](#)

[NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS](#)

- [Talking to Children About COVID-19](#)

[NJDOH RESOURCES](#)

- https://www.nj.gov/health/cd/topics/covid2019_schoolbusiness.shtml

[SAMHSA RESOURCES](#)

- [Talking With Children: Tips for Parents, Caregivers](#)
- [Coping with Stress During Infectious Disease Outbreaks](#)

[Readiness and Emergency Management for Schools](#)
[Readiness and Emergency Management](#)