

LPS REOPENING PLAN Q & A

The district received numerous questions and comments regarding the Reopening Information Overview that was presented at the Board of Education meeting on Monday, August 10, 2020. These questions and comments were read by the administration and then condensed and organized into this Q&A document. We will continue to update the information as necessary.

1. What type of testing protocols will be in place on days for in-person learning?

Staff and students will be required to complete a COVID-19 questionnaire daily prior to arriving at school. All staff and students will have a temperature check with a contactless thermometer prior to entering schools. There are additional testing protocols in place for staff members who regularly work with health issues.

2. Will there be contact tracing? How can this be effectively done with students who are in classrooms, hallways and school buses?

Contract tracing will be done to the extent possible based upon cohorts on school busses, classrooms, and other activities.

3. What happens when a teacher or student is exposed to someone in class who has COVID? Do they need to quarantine and for how long? If a child is told they must self isolate at home, will they be able to pivot to the remote or will they just be out of school for that time? When a student/staff/teacher exhibits symptoms does the whole class go into quarantine? Or would it be only that specific Cohort? If yes, who would teach the other cohort?

When a student or staff member tests positive for COVID-19, the entire class will be quarantined at home and will transition to remote learning for at least ten days or when a negative COVID-19 test can be produced after the third day of exposure.

If a student or staff member is exposed to COVID-19 outside of their cohort, they will be required to quarantine for up to ten days or produce a negative COVID-19 test after the third day of exposure.

- a. Will parents be notified?

Parents of students who have been exposed to a student or staff member who has tested positive for COVID-19 will be notified and provided with information regarding the duration of quarantining, COVID-19 testing options, and the transition to remote learning.

4. How much is the positivity/infection rate for Livingston and Essex County taken into account in our planning?

We are in regular contact with the Livingston Health Department, and will stay abreast of virus trends in the local community, and throughout New Jersey. These factors will be considered in any decision to "pivot" our plan.

5. Has the district considered the fact that students are not social distancing when they are not in school or when they are learning remotely?

We will continually encourage students and families to adhere to physical distancing, mask wearing, and maintaining thoughtful and healthy habits. While we cannot monitor or control behavior outside of school, we will certainly attempt to influence it in a positive way.

6. What do you suggest to a parent who has no ability to stay at home and has child care needs, specifically for younger children? Will the YMCA be available?

The district is working with the YMCA to provide affordable childcare options. We hope to be able to inform families about the YMCA's offerings soon. We are working closely with the YMCA to allow them to safely provide care within our school facilities.

7. How will you handle mental health issues for students who have been kept out of school?

The district has many resources to support the mental health and well being of our students and staff. Our school counseling program, Student Assistance Counselors, Child Study Teams, school nursing program, and health teachers worked during remote learning in the spring of 2020 to support students through one-to-one contact, small group discussions and lessons, parent support programming, and classroom based lessons. This summer a smaller group of professionals in this field and others met regularly to consider the questions asked in *The Road Back* regarding student wellness.

8. Has any thought been given that during the first couple of weeks of school, teachers and students will be worried about getting COVID so less attention will be paid to academics?

One of the reasons we have proposed a "staged approach" to returning to school is the recognition that being together in school will feel like a new experience for many students and staff members. Certainly there will be some acclimation to the "new normal." We will begin focusing on academics while ensuring a thoughtful and proper transition back into our school buildings.

9. Will doors be kept open in classrooms?

To the extent allowable by the Livingston Township Fire Code.

10. Will students eat snacks outside in tents or will there be no snacks?

Each student in the elementary schools will be provided with an individual desk carrell to be utilized during any in school snack periods. These will allow students to remove their masks for brief periods in order to eat a small snack. These carrells will be labeled for each student and stored in an individual location.

11. Is it worthwhile to look at renting space so that we can socially distance students?

Renting space will be a slow and expensive venture. We would need to locate a space, then go through the Zoning Board, Planning Board and Department of Education to get approvals. We would also need to have the space retrofitted to create an educational space that meets all compliance requirements (ex. ADA). After that, we would have to go out to bid for the construction. This process could take upwards of eight months and cost millions of dollars.

12. Will there be a policy for mask exemptions?

Students are required to wear face coverings, unless doing so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

Exceptions:

- o Doing so would inhibit the student's health.
- o The student is in extreme heat outdoors.
- o The student is in water.
- o A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering.
- o The student is under the age of two (2), due to the risk of suffocation.
- o During the period that a student is eating or drinking.
- o Face coverings should not be placed on anyone who has trouble breathing or is unconscious, or anyone who is incapacitated or otherwise unable to remove the face covering without assistance (e.g. face coverings should not be worn by Pre-K students during nap time).
- o The student is engaged in high intensity aerobic or anaerobic activities.
- o 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.
- o When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.

13. What do you mean by synchronous learning in terms of whether there is a live stream of the teacher to the students at home or whether there is some kind of two-way communications so that the teacher can see the students that are at home via Zoom. Can the students raise their hand? What's the level of engagement, interactivity? Is it a one-way live stream or a two-way type of program?

The district has already implemented digital tools such as Zoom, Google Meet, and School Conferencing in our previous remote learning experience. While these each offer slightly different options, yes, students can raise their hands, communicate via voice, provide comments in chat spaces for teachers, and be moved into smaller locations for more direct instruction by teachers and assistants.

14. Why was Friday chosen as the elementary alternate day and not Wednesday?

Friday appeared to provide parents with more scheduling flexibility based upon the school calendar.

15. Could you indicate how many leave requests you have already processed? How many leave requests were already filed? What is your projected number of staff who may choose not to come back to the buildings should the district require everyone to be in person.

We are not able to disclose personnel information.

16. Why is it not possible to offer a full day of synchronous learning at the secondary level? What are the specific parameters that were used to choose this model? Has keeping a full day normal rotating schedule (one where the in-person cohorts leave after the 1/2 day to complete the day remotely with the remaining "at home" cohorts) been considered for the upper levels and been dismissed? If so, what are the challenges for why we are only doing four hours with the afternoon essentially being "independent study"? Why can't the in-school cohort go home at lunch and complete the remainder of the day for a full rotating schedule is in effect? Can't this work in person, hybrid or full remote? If not, why not?

17. **In a hybrid model, we have other factors to account for that will not be present in a fully remote program. In a hybrid model, we need to create socially distant classes and minimize the number of classes students and staff are exposed to throughout the day; we would have to provide a lunch period; teachers are required to have a preparatory period; and we have the impact of arrival and dismissal procedures on the day. The current model maximizes the length of each class period, while diminishing the non-instructional periods in the day (lunch, teacher preparatory periods, etc.)**

18. What is the plan for incoming freshman high school orientation? How will students get their new devices? Return old devices? What types of support programs and guidance will be in place to support the incoming freshman class?

Livingston High School will be communicating the plan for Freshman Orientation as well as device transitions in their building-based guide.

19. If the Governor gives the okay to go to remote learning for all students, does the administration plan to go all remote knowing that 70 percent of parents want to be in-person in a true hybrid? Why can't we have core classes more than just every other week?

We need to be able to "pivot" based on guidance from the Department of Education, and other factors that relate to our reopening (these factors were outlined in the presentation on Monday night). Having students back in school is something that we are working towards, but we also need to ensure that services and programs can be safely and effectively delivered.

20. For families that choose to either keep their child remote or choose the hybrid in-person program, at what point in time is there an opportunity for a parent to change their mind? How does that work with whatever percentages we are allowing for a population to be in person? If a family chooses the all-remote option, when will they have the opportunity to change to the hybrid?

The district has created windows for return from a fully remote schedule to a hybrid schedule:

- **November 1, 2020**
- **January 1, 2021**
- **March 1, 2021**

The windows allow the administrators to ensure balanced cohorts will remain consistent throughout the school year.

21. Is there a willingness for the Board of Education and administration to participate in a classroom simulation to test how the plan will work out while role playing as teachers and students wearing masks and face shields in both an in-person physical classroom and a virtual setting?

The administrative team has, in fact, been engaging in these simulations.

22. What is the district's willingness to ask the community what they are willing to sacrifice to go back to an in-person model?

The district has sought and received feedback from the community through focus groups, surveys, Board of Education Meetings, Tell Us emails, and the public forum.

23. Will the kids who don't have IEPs but are pulled out for math groups, reading groups, etc., still have that chance whether in school or remotely?

Students who receive intervention via special education will receive the services as described in their program. For example when a child receives resource center programming, they will be pulled into a separate appropriate cohort with a special educator as delineated in their IEP.

Students who have reading and math intervention, as well as ESL services, will receive services within their classrooms.

24. Has the district consulted with a distance learning expert?

This district has relied on the research available regarding remote learning, hybrid learning, and transitions between both. More specifically, our Reopening Committee on Instruction has gathered a myriad of resources on remote learning best practices, and professional development is available to staff in this area.

25. When will assessments be given at the secondary level?

- With testing, what are we truly measuring during these times?
- What is the plan for administering assessments at the high school?
- How do we plan to proctor testing when students are at home online?
- Will it be communicated to parents and students what the grading policy will be prior to the new school year?
- How will assessments be administered?
- Regarding feedback and assessments, what is the plan to ensure my child will have an adequate educational experience?
- How will testing in secondary school be fair if 3/4 of students take a test from home (and have resources available) and 1/4 are in person proctored more strictly?

Assessment can be most easily broken down into two forms, formative and summative. Formative assessment is ungraded and informs teacher instruction and student learning. These will occur in all locations of instruction. Summative assessment is more formal, it is typically graded and marks the conclusion of a period of learning. At all levels, administrators are working with teachers to ensure that summative assessments look different in our hybrid learning environment. Staff will be expected to avoid testing during in person sessions.

26. How will schools ensure students and faculty who travel to COVID hot spots not come to school in person without quarantining for the 14 days.

Staff and students will be required to complete a daily COVID-19 screening document. One of the questions asked is about recent travel to locations that require self-quarantining.

27. If a student in a classroom is found to have a fever and that child goes into a quarantine situation, what happens to the class and teacher? If a child has a fever or other symptoms and is kept home, what will be the guidelines to allow that child to return to school?

Any staff or student who arrives at school with a fever will not be allowed into the school building except to wait in an isolation room for a parent to pick them up. A fever will require a period of quarantine up to 72 hours. Others will not be quarantined unless a positive COVID-19 diagnosis occurs.

28. What happens when a student who rides a bus is found to have a fever during the day? Do multiple classrooms have to go into quarantine? Would it be for 14 days?

If any student or staff member test positive for COVID-19, all cohorts to which they belong and were exposed will be quarantined and transition to remote only learning.

29. Who should a parent speak with about an individualized plan for her elementary children?

Elementary parents should always reach out to their principals to discuss their child's specific needs.

30. What time will children be picked up?

The schedules are in the overview document, which was sent to families on August 5th, specifying the beginning and the end of the school day at each level. Specific information about pick up and drop off will be sent to families from each school.

31. How will students maintain the normal pace of learning in a normal year? How will students catch up from what they missed from the second half of last year? What will be put in place to ensure that our kids won't finish behind where they need to be? Why can't students have classes for a full day at the same pace of learning they used to have?

- Would like to understand by a grade by grade level what the curriculum differences will be this year versus years prior.
- What will the remediation be coming back to school for learning that was missed in the spring?

Teachers will be assessing student skills upon arrival in September to determine their starting point for the school year. Teachers utilize individual and small group instruction time to provide intervention and/or enrich for students. Teachers are working with curriculum supervisors to examine the writing curriculum, the NJ Student Learning Standards, and skills required for successful mastery of grade level expectations. Unit plans and further curriculum discussion will happen during common planning and content department meetings to ensure students continue to have opportunity to master all grade level benchmarks.

32. When it's appropriate, will the identity of the teachers who have chosen to take FMLA or retire be disclosed in advance of school starting for parents to gauge the impact that such changes may have on their children's education? Is there a deadline for these teachers to formally notify the district? Is the Union supportive of the current proposed plan or is there some expectation of challenges or worst case scenario, striking?

We cannot release specific personnel information, so no specific district employee can be identified. District employees can notify the district at any time regarding the need to take a leave, but the district has encouraged teachers to share information in a timely manner due to the potential impact these leaves may have on our operations. The President of the Livingston Education Association has expressed his thoughts publicly on reopening schools. The Livingston Education Association's statements and actions as an organization are independent from those of the district.

33. Will there be particular guidelines imposed on the teachers and students applicable to remote learning to ensure the utmost engagement and ability?

The district has developed a remote learning guide which will be available in August of 2020. This will provide guidelines, expectations and resources for staff, students, and parents.

34. Provide more detail on the afternoon independent learning period that follows dismissal and before teacher office hours begin.

Students leaving each school will need a period of time to transition and to eat lunch. Once they have done so, there will be assignments and/or asynchronous opportunities from either morning classes or other classes that are assigned for independent or small group work. A schedule has been provided to assist parents and students in creating a structure for the afternoon. Students may also utilize after school time to complete assignments, activities, and peer collaboration tasks.

35. Have we put any type of sound system in place so staff and students can hear one another while wearing masks?

Yes, while many classrooms were already equipped with amplification systems, principals are now walking through rooms to assess needs. Teachers will have access to amplification devices.

36. Why aren't we moving forward with fully dedicated remote teachers? Can we guarantee their family's health and safety?

We know that there will be students who potentially may move in and out of the hybrid model for various reasons. If students are sick or need to be quarantined, those students will need to move potentially from hybrid to fully virtual and then back again. This flexibility is essential to the operation of our current model. In order to ensure this transferability, the virtual and hybrid options must be aligned.

37. When will the details of the in-person and all virtual plans be made available? Will we have virtual clubs available?

The overview document, sent to families on August 5th, includes an overview of our reopening plan and the models. We are completing our All Remote Plan, and will post it to our website during the week of August 17th. School principals will also provide building-specific reopening information. We do plan to have virtual and in-person clubs and activities.

38. What is the extent to which the WiFi systems have been beefed up or tested so all of the classroom teachers can Zoom simultaneously? Have they tested the internet backbone of the schools to see whether they can handle the simultaneous virtual sessions and will they be on wifi or hardwire internet? There was no mention of any budget dollars allocated to properly support that type of network. On that same note, how would they support virtual sessions inside the tents?

Over the past few years, the district has committed significant funds to upgrading our infrastructure including ensuring our bandwidth can support all instructional needs.

39. Clarification around opting in and the prioritization as it relates to spacing.

We want to provide the maximum flexibility to allow families to choose to opt into the hybrid model on the dates listed above. Nonetheless, depending on the physical distancing guidelines at the time, and the number of cohorts we have in place for our hybrid model, there is a chance we may not be able to accommodate all students who want to return to in person learning from virtual. While we expect that students may be able to transfer between models on the dates provided, we want to be sure families know that, while unlikely, there may be circumstances that prevent this from happening.

40. Be more specific on exactly how cleaning will be handled between classes and who will be doing the cleaning.

Staff members will be assigned to clean desks with disinfectant wipes. Staff will be assigned to clean high touch surfaces with disinfectant wipes in between periods and throughout the day.

41. Are there certain elective classes that will be unavailable to students? Will schedule changes have to be made for elective courses and if so, when will parents and students find that out?

At this time, we plan to offer all elective classes as planned. We do not know of classes that need to be rescheduled. If any classes need to be adjusted, families will know as soon as possible.

42. How do we intend to handle synchronous learning for those who are remote on a given day that we are outside?

- Regarding synchronous learning, specifically for elementary students, does this mean that there will be a live feed of the classroom for remote students? Will teachers be expected to assist children both in person and remote at the same time?

Synchronous learning will occur in the initial portion of the teaching period. Within this time, teachers will have both groups simultaneously engaged. Once the initial teaching point is delivered, teachers will direct both in person and remote students to engage in learning activities. Depending upon the nature of the learning activity, the lesson may continue outside synchronously or not. Our teachers will have some access to wifi outside of the school buildings.

Teachers will utilize tools such as Zoom to engage in synchronous learning. Tools such as these in conjunction with computers and enhanced hardware, allow teachers to livestream with their in-person and remote students via their school issued devices. Teachers will utilize synchronous instruction to deliver teaching points, important information, and directions. The use of these tools to gather smaller groups of students and individual students will continue as well.

43. From the survey, what is the 70/30 breakdown from the return to school analysis for in-person learning versus remote for K-5 and 6-12?

At the elementary level, 68% of families selected the in-person option and 32% selected the all virtual option.

At the secondary level, 73% of families selected the in-person option and 27% selected the all virtual option.

44. Is the district going to require all staff and students to get tested for COVID-19 and submit the results prior to them attending the first day of school?
- Have we given any thought about doing some type of testing of students prior to the opening of school?

At this time, testing prior to entering school has not been recommended as the information gathered will give just a snapshot of data regarding COVID-19 that is time sensitive. Rather, once the school year begins students and staff who demonstrate symptoms and/or have been directly exposed to a person who has tested positive will be required to provide a negative COVID-19 test prior to returning to school.

45. If my child cannot sit in front of his computer from 8:05 a.m. to 12:30 p.m., will the lessons be recorded to watch later in the day?

There will be some lessons that are pre-recorded to support students. However, teacher office hours should be utilized to ensure students who may have missed parts of lessons are caught up.

46. Is it possible to request siblings be on separate cohort schedules?

Cohorting is being created to allow families to have maximal continuity in scheduling.

47. If Governor Murphy changes the plan to an all-remote model, will the high school be able to change back to the Day 1, Day 2 schedule like it had in the spring?

The district is finalizing an in-depth Full-Remote Learning Plan that will be shared with the community. Daily building schedules will be found within this.

48. I would like to ask the Board about integrating the block system with the period system at HMS and LHS.

Blocks should be looked at as periods of time when instruction will be delivered (ie: corresponds with the class period system). Each secondary school will create and communicate out to their parents and students what the daily schedule will be for each given cohort on a weekly basis. The plan put forward is phase 1 of our approach and will be revisited and reevaluated over time as we approach each of the next stages.

49. What is the plan for faculty who decide they cannot come in for in-person learning? How are they re-staffing with teachers of the caliber people expect from our district? If we go remote, do we get the old teachers back?

We are looking at this issue carefully, and are working to engage our outstanding teachers with our students. We know that connecting excellent teachers with our students is of the utmost importance.

50. Many of the plans (tents, outdoor space, open windows) rely on a temperate climate. What are the plans once the reality of a NJ winter blows in?

This is a staged plan. The use of tents and outdoor spaces is part of the first stage. As we continue to assess the development of the virus, the impact on our community, and the response to hybrid learning, the district will propose stage 2.

51. Why don't we give club advisors of like-minded clubs time together to brainstorm ways to engage the students either virtually or in-person?

We plan to engage students with clubs and organizations. We plan for there to be extracurricular activities, and believe this will be an excellent way to connect our students to their schools.

52. My special needs child cannot receive his support services (speech, OT, counseling) virtually. It was very difficult and ineffective in the Spring. As a result, my child regressed a great deal. Please allow the special education children to receive services and please don't replace academic time in the class with these services. The students need all the in-person time which is possible (both academic and support services).

All questions regarding Special Education and Related Services should be directed to the child's case manager or the Director(s) of Special Education.

53. Will the district allow students in K-5 to receive emails via their Chromebooks? At this time, their laptops are not set up to receive emails, which is difficult since the teachers email the agendas of the day. It would be best if the agenda can be emailed directly to the student's email.

Students in grades 4-12 have district issued email. This is not related to the device they utilize rather the district network. Students in grades 4-5 will participate in email safety and digital citizen lessons prior to receiving any access to district email.

54. Will the district extend the school year, since you are delivering instruction in an experimental way, if our students do not make progress in this hybrid model? What if my student does not benefit from this educational model?

It is unlikely that we will extend the school year, but we will continue to find ways to use the time we have with students to maximize learning opportunities.

55. If we select remote, how will remote instruction be delivered considering the students at the high school make selections as to which classes they take including CP, Honors, AP etc.?

The district will be providing the community with a remote only learning plan in the next few days.

56. Has the Board thought of having more than one doctor on the health committee participate since it was noted that Dr. Kelly has not been in attendance of any meetings and will likely not attend a board meeting because of his schedule, but instead, make an FAQ video? Has Dr. Kelly toured the school facilities, grounds, etc. or are his assessments strictly based on what he has seen on paper?

Dr. Kelly has been an active member of the Health Procedures sub-committee of the Health and Wellness Re-opening Committee. School nurses, building principals, and the Assistant Superintendent have also served as members of this committee. Dr. Kelly is responsible for providing our nurses with their standing orders, annually. He

is involved with the appropriate staff within our school buildings as such he frequents our schools and our grounds regularly. Dr. Kelly serves as physician to our athletic teams and is present during many home games.

As our district physician for several years and works closely with several members of our staff. He has offered to create a Q/A video to offer answers to parent and staff questions. He is in regular, often daily, contact with district administrators and has been involved in our COVID-19 response plan since January of 2020. Dr. Kelly's credentials include primary care residency which included child and adolescent rotations. A sports medicine fellowship at the University of Pennsylvania Medical System specifically included many rotations and training with school doctors as the needs of schools are quite unique. A sports medicine certification means that Dr. Kelly has met the requirements of the American Board of Pediatrics, the American Board of Family Practice, the American Board of Emergency Medicine, and the American Board of Internal Medicine. He was invited to Fema/DHS training related to biological emergencies (including pandemics) and school related emergencies. Last August, as a member of the National Disaster Medical Assistance Team (DMAT) he received isolation and quarantine training at the University of Nebraska Medical Center / United States Biological Containment Center. The training was specific to the emergency response and management of pandemics like Ebola, SARs, etc.. (and now Covid 19).

Additionally, the Health Procedures Sub-Committee of the Health and Wellness Re-opening Committee, consulted with Infectious Disease Specialist Dr. Lincoln Miller, who reviewed the health plans and collaborated with committee members.

57. I implore the board to define hybrid.... again, there's not one resident who ever thought hybrid would be defined as ONE 1/2 day.

Hybrid is a mix of virtual and in-person learning. We have proposed a staged approach, and we hope to grow the time students participate in in-person instruction over time.

58. After hearing from many physicians in our community, all with the same sentiment (start off more in person and scale back if have to) are you willing to relook at the plan for in person learning?

We are opening schools under a whole new paradigm, and it is important that we provide the time to adjust to the new way schools will operate. We believe that the slow and steady start to the school year is important. We have seen internationally that a staged start has been important for the success of other school openings.

The district has provided a staged approach for our return to school. This plan is built with the intention of increasing time in school as quickly as we can safely do so.

59. Can you further elaborate as to why an am/pm schedule is not an option for elementary students?

An AM/PM option does not allow for adequate cleaning between groups of children and we feel that the frequency and logistics around arrival and dismissal will significantly cut into the brief period of daily in-person time that the AM/PM provides.

60. If a teacher or custodian wiping down desks and high touch surfaces in between classes in the high school is adequate for the “adults” to move in and out of a classroom, why is the same not ok for the younger children who are already less likely to transmit the virus?

Current plans are being made to limit the mixing of cohorts as much as possible.

61. Can you further elaborate on the thinking around planning for MPM? Why didn't the planning for this group more closely mirror the plan for the elementary schools?

- For Mount Pleasant Middle School, will there be typical “teams,” in addition to the cohorts that the students are physically present with? Can you please confirm whether factors, other than a student's last name letter, are being considered for class interaction/placement?

MPM aligns with the secondary schools of LPS and serves as the primary transition year in preparation for further secondary education. To slowly transition the MPM students to secondary education the school year will open with team meetings, advisory programming, and orientation activities.

We will continue to use the teaming approach for the 2020-2021 school year at MPM. The cohorts are divided alphabetically, however, we will attempt to schedule MPM students on the same day siblings will be present in other schools

62. Will the PSAT test be administered in October to sophomores and juniors and if so, how?

Planning for the 2020 PSAT/NMSQT continues to be part of the reopening planning. Final plans will be communicated to all sophomores and juniors. The Collegeboard continues to evaluate their testing options as LHS considers the ability to bring students in-person to take the assessment. In the Spring of 2020, the Collegeboard announced that they were developing a fully remote testing option for students to take the Collegeboard assessments; they are no longer pursuing this plan. The National Merit Scholarship Corporation has been contacted to become informed on how students will be able to be considered for National Merit Scholarships if LHS is unable to host the test in October 2020. As of the end of July, Collegeboard hopes that most test centers will be able to administer testing in-person. from NMSQT: “Students who are unable to take the PSAT/NMSQT due to illness, emergency, or other extenuating circumstances (including school closures) should write to NMSC for further instructions following the missed test administration but no later than April 1, 2021. As in past years, Alternate Entry procedures and materials will be finalized over the summer for distribution to students beginning in late October.

While we hope that the PSAT/NMSQT will proceed as planned, we are continuing to monitor the situation closely with College Board. Should there be any changes to the 2020 PSAT/NMSQT, updated information will be communicated promptly to high school officials.”

63. With all the groups and panels formed with experts, has anyone asked the children how they feel about the fall plan? Do you plan to have a focus group of students to give some input?

We did conduct a student survey on remote learning. We have also spoken with students, particularly at the secondary level, to discuss feedback about reopening.

64. What measures are you taking to ensure the mental welfare of the students? Learning to socialize, create and maintain relationships is part of the fabric of our education system. Removing in-person learning is further isolating our children and I do fear the longer-term issues this will cause.

School Counselors are available for all students as they normally are, both for in-person in our hybrid model, and virtually for all students. At LHS, School counselors proactively meet with all incoming freshman and new students at the new student orientation as well as during the first few weeks of school for small group meetings. For all elementary schools, as well as middle schools, groups in addition to proactive meetings with all students and weekly meetings with grade level teachers and teams to discuss all students, their progress, behaviors, academic progress, etc.

Additionally, the school counselors and Health & PE department will continue to collaborate to ensure that all students have a trusted adult in school that they know to easily access for questions and support, as well as to direct and refer when needed to the I&RS committee, SARC for attendance, SAC's and CORE team as necessary and appropriate.

A focus of PD across the district, including New Teacher Orientation, is on SEL and building relationships no matter what version of learning we are in (hybrid or virtual).

65. Will you be planning an alphabetical split in the cohorts in elementary school? If not, when will you be able to provide insight on which cohort our children will fall?

Cohorts information will be released at the end of the week of August 24th.

66. For the elementary school schedule, can you please explain why we can't forego snack in place of lunch to get the children back into school for a full day on their in-person days?

Engaging in lunch and recess at the elementary level would require many more adults mixing with various cohorts to provide proper supervision. The shorter day allows for more contained cohorts.

67. Is there a planned phased approach for students in elementary schools to return to longer/fuller days? I see five phases mapped out on page 11 for middle and high schools, but nothing mentioned for elementary schools. As a district, if we reach Phase 4, would that mean that all elementary students would return to school daily, as well as M.S. and H.S., or, is there a different phased approach for elementary schools where students may be able to return to daily school in an earlier phase?

Yes. Over time, we hope to increase time in school at every level.

68. Can we, as a district, work with Saint Barnabas to create a metric/data-based approach that would guide our phased reopening? Perhaps we can also work with a handful of area hospitals and aggregate the data. My proposal would be that we look at the COVID intake and discharge rates daily and use that as a guide for entering different phases.

We certainly will continue to consult with our district physician, local health department, and other healthcare professionals as we look to phase in the staged approach. Each school is forming a School Pandemic Response Team as well, to monitor how we are working through our new procedures, and to make recommendations for changes.

69. How will the needs of three and four year olds in the PRIDE program be met while still maintaining social distancing guidelines? What if they need assistance? Are they expected to be in school twice a week in their designated AM/PM schedules? What about the remaining days?

PRIDE students will attend five days per week. Staff members will maintain as much social distancing as possible. Students will work on building mask tolerance and other skills in a developmentally appropriate fashion.

70. Regarding remote option, would it be the same teacher teaching in person as well as remote? Or would it be a substitute teaching remote students? How would enrichment take place?

Remote Only students will be tagged to a homeroom and will receive live streaming instruction from the teacher who is also teaching in-person students.

71. What are the plans for the Gifted and Talented program? Again, if and when kids change from remote to in person and with possible change in teacher how would assessment work?

Students who receive Gifted and Talented programming will continue to receive this program. The teachers who are assigned to this role will be responsible for all lesson development, delivery, and assessment.

72. For students opting for remote learning, will there be any opportunities to engage in outdoor activities with classmates?

Yes. To the extent possible, we hope to run activities and learning experiences outdoors.

73. Regarding the hybrid option, will desks be setup with plexi glass or similar partitions?

Desks in classrooms will be spaced six feet apart, facing the same direction.

74. Will desks and supplies will be switched by staff before the next cohort comes in?

In the elementary school, desks will be cleaned daily. Children will keep their materials in a labeled baggie so that materials can be safely stored while they are working remotely. Children will not share supplies.

75. Will bathrooms be cleaned after each group usage? How would it work for PRIDE program kids?

The standard is that restrooms are cleaned throughout the day. We are planning for increased cleaning times throughout the school day.

76. How would small group activities take place while also ensuring social distancing?

In the elementary model, small group instruction will take place virtually. It may also occur if teachers can meet with students on the carpet, following social distancing guidelines.

77. From the plan provided - there are no small group activities for Remote? This is potentially a huge gap. What are the plans to address this?

In the elementary plan, there is time for daily small group instruction each afternoon. In addition, teachers will be prepared to conduct multiple assessments in September to identify gaps from last year. This data will inform their whole group, small group, and individual instruction.

78. Will the BOE continue to allow the school buildings to be used on the weekends for indoor sports or other organizations? Currently several of our school buildings are used to host activities which bring individuals from other schools or towns and I believe this is also important to disclose as parents are making decisions and want to limit exposure for students and teachers.

At this time, the Livingston Board of Education will not be renting school buildings for use on weekends.

79. What is the range of temperature checks that will result in a child being sent home? Is 98.9 enough to send a child home?

The CDC guidelines indicate that a temperature of 100.4 or higher will require a student or staff member to be excluded from school.

80. If a student misses the bus, can they still participate remotely?

Yes, students who miss the bus may be allowed to attend the remote lesson. Parents should call the Attendance office immediately and make arrangements to include their child for remote learning on that day.