



**ESCNJ Road To Recovery  
Restart & Recovery Plan  
for Education**

Board Approved

July 31, 2020

# Table of Contents

Introduction	3
<b>A. Conditions for Learning</b>	
Health & Safety – Standards for Establishing Safe and Healthy Conditions for Learning	
1. Critical Area of Operation #1 General Health and Safety Guidelines	4
2. Critical Area of Operation #2 Classrooms, Testing, and Therapy Rooms	5
3. Critical Area of Operation #3 Transportation	7
4. Critical Area of Operation #4 Student Flow, Entry, Exit, and Common Areas	8
5. Critical Area of Operation #5 Screening, PPE, and Response to Students and Staff Presenting Symptoms	9
6. Critical Area of Operation #6 Contact Tracing	12
7. Critical Area of Operation #7 Facilities Cleaning Practices	13
8. Critical Area of Operation #8 Meals	14
9. Critical Area of Operation #9 Recess/Physical Education	14
10. Critical Area of Operation #10 Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours	15
<b>B. Academic, Social, and Behavioral Supports</b>	
1. Social Emotional Learning (SEL) and School Climate and Culture	15
2. Restraint/Seclusion Procedures	16

3. Wraparound Supports	17
4. Food Service and Distribution	18
<b>C. Leadership and Planning</b>	
1. Establishing a Restart Committee	18
2. Pandemic Response Teams	18
3. Scheduling	19
4. Staffing	20
5. In-Person and Hybrid Learning Environments: Roles and Responsibilities	20
6. Educator Roles Related to School Technology Needs	22
<b>D. Policy and Funding</b>	
1. Policy	22
2. School Funding	22
<b>E. Continuity of Learning</b>	
1. Ensuring Delivery of Special Education and Related Services to Students with Disabilities	23
2. Technology and Connectivity	24
3. Curriculum, Instruction, and Assessments	25
4. Professional Learning	25
Appendix A – Additional ESCNJ Procedures & Considerations	27
Appendices B – J (Reserved for School/Program Procedures & Considerations)	28

## Introduction

On June 26, 2020, the New Jersey Department of Education (NJDOE) published “The Road Back – Restart and Recovery Plan for Education” (NJDOE Guidance), a Guidance document to assist New Jersey school districts to develop, in collaboration with community stakeholders, a Restart and Recovery Plan (Plan) to reopen schools in September 2020 that best fits the school district's local needs. Supplementary guidance was provided by the NJDOE on July 24, 2020 with additional guidance and clarification. The NJDOE Guidance presents information for New Jersey public school districts related to four key subject areas: Conditions for Learning; Leadership and Planning; Policy and Funding; and Continuity of Learning.

The ESCNJ “Road to Recovery” (Restart and Recovery Plan) has been developed to be consistent with the requirements in the NJDOE Guidance with consideration to the Commission’s local needs in order to ensure Commission schools and programs reopen safely and are prepared to accommodate our students’ unique needs during this unprecedented time. We are committed to serving our students and their families, faculty/staff, and member districts in a healthy, safe, and respectful manner as we move down this road together.

The NJDOE Guidance speaks specifically to health and safety measures identified as “anticipated minimum standards.” These “anticipated minimum standards” are items the NJDOE Guidance recommends a school district incorporate into the Restart and Recovery Plan as definite components related to health, safety, and operations. The “anticipated minimum standards” in the NJDOE Guidance have been incorporated into the ESCNJ “Road to Recovery” (Restart and Recovery Plan).

The NJDOE Guidance also provides “considerations” that helped ESCNJ administrators in strategizing ways to adhere to the “anticipated minimum standards”, but do not represent necessary components of the ESCNJ Road to Recovery. These “considerations” are not listed in the ESCNJ Plan, but ESCNJ administration has reviewed and incorporated the “considerations” included in the NJDOE Guidance when developing the ESCNJ Road to Recovery Plan.

The NJDOE Guidance uses the term “school districts” or “schools” or “districts” when referring to the completion of tasks. For example, “districts must develop a schedule for increased routine cleaning and disinfection.” The ESCNJ Road to Recovery Plan assigns the responsibility for completing tasks to “school officials” which would be the Superintendent of Schools or a designee of the Superintendent of Schools.

The NJDOE Guidance requires a Board Policy to address several elements outlined in the NJDOE Guidance. The ESCNJ Board of Directors has adopted Board Policy 1648 – Restart and Recovery Plan that includes the policies required in the NJDOE Guidance.

The ESCNJ Road to Recovery Plan is aligned with the requirements outlined in the NJDOE Guidance. The Appendices section of the ESCNJ Road to Recovery Plan include the Commission’s unique and locally developed protocols to ensure school(s) in the Commission reopen safely and are prepared to accommodate staff and students' unique needs during this unprecedented time.

The requirements outlined in the NJDOE Guidance and incorporated into the ESCNJ Road to Recovery Plan are controlled by Executive Order of the Governor of New Jersey and are subject to change.

For additional information please click on the link below to the NJDOE Road Back Guidelines:

<https://www.nj.gov/education/reopening/>

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## **A. Conditions for Learning**

### **Health & Safety: Standards for Establishing Safe & Healthy Conditions for Learning**

#### **1) General Health & Safety Guidelines**

##### **a) Communication**

- i) Regular communication will be maintained with local and state authorities to determine the current mitigation levels in Middlesex County and the local community (i.e., Monroe, New Brunswick, North Brunswick, Piscataway, Sayreville) of each ESCNJ school. Information provided by these authorities will guide our decisions regarding PPE, testing needs, and trends as well as notification procedures.
- ii) COVID-19 related information and updates will be communicated to all stakeholders via various electronic formats (e.g., ESCNJ website, social media, text, email, telephone, etc.).

##### **b) Staff at Higher Risk**

- i) ESCNJ faculty and staff that the CDC identifies as being at higher risk for severe illnesses from COVID-19 will be given reasonable accommodations where possible. Faculty and staff requesting such accommodations will be required to provide relevant documentation (e.g., doctor's note of pre-existing illness, closure of childcare center, unavailability of childcare provider, etc.) when making accommodation or emergency leave requests. The Superintendent has communicated this information with faculty/staff.

##### **c) Students at Higher Risk**

- i) ESCNJ predominantly serves students with disabilities. Instructional and therapeutic needs of ESCNJ students at higher risk for severe illnesses who are unavailable for in-person instruction will be met to the greatest extent possible by virtual instruction as outlined in the ESCNJ Health-Related School Closure plan. The student's sending district will make IEP and placement decisions for their student.

##### **d) Following of CDC Guidelines & ESCNJ Implementation**

- i) All faculty, staff, and students will be encouraged to engage in behaviors that reduce the spread of COVID-19 following CDC guidelines for schools and childcare programs

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>).

- ii) Promoting behaviors that reduce spread:
  - (1) Stay home when appropriate
  - (2) Hand hygiene and respiratory etiquette
  - (3) Face coverings
  - (4) Signs and messages
- iii) Faculty, staff, and all visitors to ESCNJ schools and offices will be required to wear face coverings unless they have underlying health conditions that precludes them from doing so. Students will be encouraged to wear facemasks, taking into consideration their behavioral, sensory, and medical needs.
- iv) Faculty, Staff, and parents will be provided workshops on strategies for reducing the spread of COVID-19 as applicable to ESCNJ schools and programs.
  - (1) Additional professional development days for staff at the beginning of the school year focusing on health/safety procedures, social emotional learning/wellbeing, and refresher on “Remote Instruction Best Practices.”
  - (2) Virtual parent presentations to discuss reopening procedures, hygiene practices, and “How Tos” for technology usage in remote instruction.
- v) Students will be provided instruction during the school day on appropriate hygiene practices that reduce the spread of COVID-19. Instruction will be based on individual student needs.
- vi) Signs that promote hand hygiene and the proper way to wear face masks will be posted in highly visible locations such as building entrances, restrooms, common use areas, etc.

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## 2) Classrooms, Testing, & Therapy Rooms

Schools will maintain social distancing throughout both instructional and non-instructional areas of the school building to the greatest extent practical. Students will be seated six feet apart, with physical barriers between desks when spacing is limited. Each School-based Recovery & Reopening Team (i.e., Pandemic Response Team) will assess their building needs and ability to utilize other spaces for instruction to facilitate the physical spacing of students. Students and staff will be organized to include the same group of people each day (cohorts) and do not allow mixing between groups/cohorts.

Ensure that our indoor facilities have adequate ventilation, including operational heating, and ventilation systems where appropriate. Recirculated air must have a fresh air component. Filter(s) for A/C units must be maintained and changed according to manufacturer recommendations. Windows should be opened when A/C is not provided. Increase circulation of outdoor air as much as possible, for example, by opening windows and doors. Do not open

windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility.

In general, there will be an increased frequency of cleaning all surfaces, including walls (to the appropriate height based on age of students).

a) **Classrooms**

- i) For social distancing, use two rooms, splitting students for spacing, and splitting roles of teachers with assignment to teach specific course(s).
- ii) Students enter/exit one at a time.
- iii) Use of barriers (e.g., Plexiglas, sneeze guards, etc.) in classrooms on desks/tables and at individual play stations when possible.
- iv) Furniture and certain equipment can be removed from classrooms and other areas to allow more room for social distancing.
- v) Restrict shared materials among students. If sharing is necessary, the objects must be cleaned and disinfected in-between uses.
- vi) Suspend use of materials that cannot be sanitized properly.
- vii) Organize hand washing schedules for all students and staff. Hand washing upon arrival, before and after eating, after using the bathroom, before and after transitions, after blowing their nose/coughing/sneezing, and before dismissal.
- viii) Maintain social distancing throughout all classroom activities to the greatest extent practical.
- ix) Each student will be given their own bin to keep their belongings and daily supplies.
- x) Turn desks to face in the same direction (rather than facing each other) or have students sit on only one side of tables, spaced apart.
- xi) For PSD classes:
  - (1) Keep children six feet apart during nap time (can have cots oriented head to foot), when eating, and doing other activities.
  - (2) Avoid close group learning activities like reading circles.

b) **Therapy/Related Services Rooms**

- i) Therapists will maintain social distancing or use appropriate PPE where distancing is not possible.
- ii) Materials and spaces will be cleaned between each use. Maintain a schedule for cleaning.
- iii) Therapy via teletherapy means to be considered where and when appropriate.

c) **Other Rooms**

- i) Lunchroom/Cafeteria
  - (1) Lunch will take place in the classroom until further notice.
  - (2) Further information on delivery of lunches can be found in the *Meals* section below.
- ii) Special Areas (e.g., Pre-Vocational Room, Cafe, Daily Living, etc.)
  - (1) Where appropriate, schools will develop a schedule for each room to allow time for the room to be sanitized between each use.
- iii) Music, Art, Adaptive Physical Education
  - (1) Specialty rooms may be in use to maintain social distancing.

- (2) Music, Art, APE teachers may deliver lessons in the classrooms maintaining social distancing guidelines. Remote instruction for Music, Art, and PE may be an option.
- iv) Bathrooms
  - (1) Assign classrooms to use each bathroom.
  - (2) Stagger bathroom use to one student at a time.
- v) Quiet Rooms
  - (1) If quiet room is used for seclusion / restraints, all surfaces inside the room and mat used outside the room will be cleaned immediately after student transitions back to the classroom.
- vi) Playground/Recess Space
  - (1) Areas will be used by one class at a time. To allow for greater use, areas may be divided and separated by physical barriers to ensure students maintain social distancing guidelines.
  - (2) Areas will be cleaned in-between use.
  - (3) Any materials used should be maintained by the classroom staff (e.g., each class should have their own equipment or play materials).

**d) Hand Sanitizing Stations**

Prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol):

- i) In each classroom (for staff and older children who can safely use hand sanitizer)
- ii) At entrances and exits of buildings.
- iii) Near lunchrooms and toilets.
- iv) All students should be supervised when using hand sanitizer.
- v) For classrooms that have existing handwashing stations, prepare stations with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
- vi) Students should wash hands for at least 20 seconds at regular intervals, including before eating, after using the bathroom, and after blowing their nose/coughing/sneezing.
- vii) Use alcohol-based hand sanitizer (at least 60% alcohol) if washing with soap and water is not possible.

**3) Transportation**

- a) As a receiving school district, ESCNJ is not responsible for transporting its students to and from home. ESCNJ will work collaboratively with sending school districts and transportation companies to ensure adherence to established protocols and maintaining student safety.
- b) Since many ESCNJ students have significant disabilities and associated health concerns, students may not be able to wear face masks during transportation.
- c) A system will be set up by individual schools to monitor, document, and report to sending districts and bus companies any breaches in established COVID-19 related transportation protocols.
- d) Modifications may need to be made to student arrival/departure procedure to accommodate anticipated increase in number of buses and parent drop-offs. Due to the differences in

facilities layout, the procedures may vary slightly by school. Strategies may include, but are not limited to, staggering parent drop-off time, parent vehicles remaining in line with buses, assigning buses/students to specific entrances, etc. To the greatest extent possible, parents/guardians are not to enter the school building during arrival and departure.

- e) School-based Recovery & Reopening Teams (Pandemic Response Teams) will need to assess and determine if new arrival and departure procedures are warranted.
  - f) CBI Vehicles
    - i) When CBI trips resume, students and staff on such trips will wear face coverings and practice hand hygiene when riding the van as they do during other times.
    - ii) Students will be reminded about practices that reduce the spread of COVID-19 before they board the vans.
    - iii) Student seating on CBI vans will allow social distancing to the greatest extent possible.
    - iv) Vehicles will be thoroughly cleaned / sanitized in between trips following CDC guidance for bus transit operators. <https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html>
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#### **4) Student Flow, Entry, Exit, & Common Areas**

- a) Schools will determine multiple routes for arrival and dismissal to limit traffic through each entrance. Minimize the interaction of students between drop-off and entrance to the school building.
- b) Face masks will be utilized when physical distancing (six feet) cannot be maintained during transitions throughout the building to the greatest extent possible.
- c) Physical guides (e.g., tape on floors or sidewalks and signs on walls) will be provided to ensure that staff and students remain at least 6 feet apart in lines and at other times.
- d) Create “one-way routes” in hallways as needed and as appropriate.
- e) Schedules will stagger the number of classrooms in the hallways at a given time.
- f) No large group gatherings.
- g) Reminders of proper protocols and hygiene advice will be posted around the building.
- h) If feasible, install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).
- i) Limit access, if at all, to lockers/cubbies to keep students from congregating in one area either in the hallway or classrooms.

- j) School-based Recovery & Reopening Teams (Pandemic Response Team) to assess and determine appropriateness of arrival, departure, and school/student flow for their particular school building.
  
- k) Fire Drills and School Security Drills
 

Schools will continue to follow the NJ School Drill Law N.J.S. Title 18A:41-1, which states that every school shall have at least one fire drill and one school security drill each month. Modifications will be made to the drill process during the declared Public Health Crisis. On September 10, 2020 the NJDOE Office of School Preparedness and Emergency Planning released the following modifications:

  - i. Fire Drills will take place in two phases:
    - a. Phase 1: Classroom teachers will review purpose and protocol for fire drills. Each class will then review the assigned evacuation route while following protocols set forth in the ESCNJ Road to Recovery Plan.
    - b. Phase 2: A test of the fire alarm system will be scheduled. All occupants of the building will be made aware of the test prior to the activation of the audible alarm.
    - c. An alarm sounding without both pre-notification (to all persons) and a follow-up announcement of the test will be treated as a true fire emergency during which all persons will act accordingly and without concern for social distancing, etc.
  - ii. School Security Drills:
    - a. NJDOE Office of School Preparedness and Emergency Planning will release a *Drill of the Month* to be completed in fulfillment of this requirement. Examples of these drills are as follows:
      - i. Shelter in Place
      - ii. Reverse Evacuation
      - iii. Testing of the School’s Notification System and Procedures
      - iv. Testing of the School’s Communication System and Procedures
      - v. Tabletop Activities
    - b. Lockdown and Active Shooter drills will be reserved for later in the year.

## 5) Screening, PPE, and Response to Students and Staff Presenting Symptoms

- a) Screening of Faculty/Staff and Students
  - i) ESCNJ faculty/staff will complete a questionnaire related to COVID-19 symptoms and history of exposure each morning before reporting to work. Faculty/staff who have symptoms related to COVID-19 will be directed to stay home and follow guidelines set forth by NJDOH and / or the Middlesex County Health Office.
  - ii) Students’ temperature will be taken upon arrival by a school nurse or other designated staff. Staff responsible for taking temperature and screening students for other COVID-19 symptoms will be equipped with PPE recommended by state and / or county health office. Students presenting with temperature above 100.4 degrees F will be moved to an isolated room identified in each building by the School-based Recovery &

- Reopening Team (Pandemic Response Team) to be further evaluated by the school nurse. Should the student need to be dismissed from school following this medical evaluation, the student will await pick-up from a parent/ guardian in this isolated room.
- iii) Results from the nurse’s medical evaluation will be documented and reported following NJDOH guidance <https://www.nj.gov/health/cd/reporting/index.shtml>
- b) Isolation of Symptomatic Faculty/Staff and Students
- i) Students who present with COVID-19 related symptoms will be isolated in a designated isolation room. (Each school will identify and designate such a room following CDC guidelines). A staff member wearing recommended PPE will remain with the student until a parent comes to pick up the student. Adequate amount of personal protective equipment (PPE) is available, accessible, and provided for use.
  - ii) Nurse will provide a continuous monitoring of symptoms.
  - iii) Students with symptoms will NOT be sent home on the school bus.
- c) Parent Expectations
- i) Expectations for parents on keeping their child home when sick and picking them up in a timely manner when the student shows symptoms while at school will be made clear during parent training at the beginning of the school year.
  - ii) Parent/guardian contact information will be updated at the beginning of the school year and checked periodically to make sure it is up to date.
  - iii) Parents to complete student daily health questionnaire via the parent portal on Genesis.
- d) School Visitors
- i) Visitors to schools will be extremely limited, for example, to parent tours upon request, and LEA or other agency representatives who may not be able to fulfil their responsibilities in a virtual manner.
  - ii) Faculty, staff, and all visitors to ESCNJ schools and offices will be required to wear face coverings unless they have underlying health conditions that preclude them from doing so. Students will be encouraged to wear facemasks, taking into consideration their behavioral, sensory, and medical needs.
    - (1) Exceptions:
      - (a) Doing so would inhibit the individual’s health.
      - (b) The individual is in extreme heat outdoors.
      - (c) The individual is in water.
      - (d) A student’s documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering.
      - (e) The student is under the age of two (2) and could risk suffocation.
- e) Contact Tracing
- i) Methods to assist in contact tracing include maintaining records of groups/cohorts, assigned staff, and daily attendance.
  - ii) Sign-in sheet at every classroom doorway - anyone other than the “core group” entering the classroom must sign-in. Staff will carry their own pen for signing in.

- f) Personal Protective Equipment (PPE)
  - i) The following types of PPE will be made available to all faculty/staff:
    - (1) Face coverings/masks
    - (2) Face shields
  - ii) Enhanced PPE (i.e., mask, face shield, gloves, gown) will be provided to faculty/staff based on their role and personal interaction with students on an as needed basis.

In accordance with [NJDOH COVID-19 Public Health Recommendations for Local Health Departments for K-12 Schools](#) released on August 13, 2020:

- g) When illness occurs within the school setting
  - i) Students and staff with COVID-19 symptoms should be placed away from others and asked to wear a face covering/mask until they can be sent home. If a mask is not tolerated by the ill student or staff member due to their illness, other staff should be sure to adhere to the universal face covering policy and follow social distancing guidelines (6 ft. away).  
Ask ill student (or parent) and staff about potential exposure to COVID-19 in the past 14 days:
    - a) Close contact (within 6 feet of an infected person for at least 10 minutes) with a person with confirmed COVID-19
    - b) Travel to an area with a high level of COVID-19 transmission
  - ii) Individuals should be sent home and referred to a healthcare provider for evaluation on whether testing is needed. Testing for COVID-19 is recommended for persons with COVID-19 symptoms.
    - a) If COVID-19 risk is low (COVID-19 Regional Risk Matrix green), ill individuals without potential exposure to COVID-19 should follow the NJDOH School Exclusion List. No public health notification is needed UNLESS there is an unusual increase in the number of persons who are ill (over normal levels), which might indicate an outbreak.
    - b) If ill students have potential COVID-19 exposure OR if COVID-19 risk is moderate or high (COVID-19 Regional Risk Matrix, yellow or orange), they should be excluded according to the COVID-19 Exclusion Criteria.
  - iii) ESCNJ schools will notify Middlesex County Health Department when students or staff are ill and have potential COVID-19 exposure, are ill when COVID-19 risk level is high (orange), or when there is an increase in the number of persons with compatible symptoms.
  - iv) Areas used by the person who is sick will immediately be closed off, outside doors and windows opened to increase air circulation in the area and wait 24 hours before cleaning or disinfecting. All areas used by the person who is sick, including isolation area, will be clean and disinfected outlined in cleaning and disinfection section, including isolation area. Once area has been appropriately disinfected, it may be opened for use.
  - v) If the number of ill students exceeds the number of isolation areas and the areas cannot be closed for 24 hours, clean and disinfect between ill persons.
  - vi) Notify the school community as per school protocol:

- a) Students/staff who were in close contact with an individual who was excluded according to COVID-19 Exclusion Criteria will be notified individually by phone and advised to follow LHD guidance.
  - b) The general school community will be notified by email regarding illness and potential COVID-19 exposure of an individual at the school.
- h) **When Someone Tests Positive for COVID-19**  
 Parents and staff shall notify school authorities if they test positive for COVID-19. ESCNJ schools will notify the Middlesex County Health Department and notify the school community as per school protocol.
- a) Students/staff who were in close contact with an individual who tested positive for COVID-19 will be notified individually by phone and advised to follow LHD guidance.
  - b) The general school community will be notified by email regarding COVID-19 positive individual at the school.
- i) **COVID-19 Illness and Test Result Scenarios**
- i) Standard exclusion criteria: If ill individuals have been given an alternate diagnosis by a healthcare provider, they should follow the [NJDOH School Exclusion List](#).
  - ii) COVID-19 exclusion criteria: Ill individuals with suspected or known COVID-19 should stay home until at least 10 days have passed since symptom onset and at least 24 hours have passed after resolution of fever without fever reducing medications and improvement in symptoms. Persons who test positive for COVID-19, but who are asymptomatic should stay home for 10 days from the positive test result. LHDs should use the COVID-19 Exclusion Table when providing guidance for schools on exclusion based on the level of COVID-19 risk in their region.
- j) **Outbreaks**  
 While schools must report single cases to their local health department, Local Health Departments should work with schools to determine if there is an outbreak. An outbreak in a school setting is defined as two or more laboratory-confirmed COVID-19 cases among students or staff with onsets within a 14-day period, who are epidemiologically linked, do not share a household, and were not identified as close contacts of each other in another setting during standard case investigation or contact tracing.
- k) **Re-admittance Policies**
- i) Re-admittance policy will be consistent with NJDOH guidance [Department of Health guidance and information for schools](#) and the Department of health/Communicable Disease Service's [Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19](#).

## 6) Contact Tracing

- a) Contact tracing is used by health departments to prevent the spread of infectious disease. In general, contact tracing involves identifying people who have an infectious disease

(cases) and their contacts (people who may have been exposed) and working with them to interrupt disease transmission. For COVID-19, this includes asking cases to isolate and contacts to quarantine at home voluntarily.

- b) ESCNJ will provide training to all school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school and district, regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease.
- c) ESCNJ will engage the expertise of their school nurses to educate the broader school community on the importance of contact tracing.
- d) The school nurse at each ESCNJ school will be the designated Contact Tracing Staff Liaison responsible for providing notifications and carrying out other components that could help ensure notifications are carried out in a prompt and responsible manner.

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## **7) Facilities Cleaning Practices**

- a) ESCNJ custodial staff will adhere to existing required facilities cleaning practices and procedures listed in their building manuals, and any new specific requirements of the local health department as they arise.
- b) All buildings are being provided with MERV–13 air filters to help reduce the presence of coronavirus in the air.
- c) All buildings will be replacing their standard mops with the new two-bucket system and microfiber pad mops for increased effectiveness in cleaning.
- d) Bottles of “Enviro Solutions 64 Disinfectant” will be provided and refilled each night for classroom use.
- e) Additional building level cleaning / disinfecting protocols will be tailored to meet specific student requirements and facility needs.
- f) Classroom bathrooms will be thoroughly cleaned/disinfected at the end of each day by the custodial staff. Classroom staff will clean/disinfect the classroom bathroom after each use.
- g) Classrooms without sinks will have hand sanitizer dispensers installed. In addition, free standing hand sanitizing stations will be created and placed at the entrance of each building. Additional hand sanitizing dispensers will be added where appropriate.
- h) Shared hallway bathrooms will be thoroughly cleaned / disinfected at the start of each day. They will be checked every 30 – 45 minutes when the building is occupied. The bathrooms will be cleaned/disinfected based on the needs of the facilities. Custodians’ checklists for cleaning and disinfecting will be posted in the bathrooms.

- i) Surfaces and objects that are frequently touched will be routinely cleaned and disinfected using “Enviro Solutions 64 Disinfectant” and / or wipes as appropriate.
  - j) Playground equipment will be sprayed with EPA approved disinfectants after a group of students leave the playground (weather permitting). These products require a ten minute “dwell time” to be effective. There will need to be at least a 15-minute gap before the next group of students can use the playground, leaving sufficient time for the disinfectants to work on surfaces.
  - k) Hallway floors will be cleaned using “Enviro Solutions 64 Disinfectant” in the auto-scrubber each morning before students arrive.
  - l) NJDOH recommendations for cleaning and disinfecting when there is a confirmed case of COVID-19 or an individual becomes ill with COVID symptoms and meets COVID-19 exclusion criteria while in school will be implemented.  
[NJDOH COVID-19 Public Health Recommendations for Local Health Departments for K-12 Schools](#)
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## **8) Meals**

- a) All breakfasts and lunches will be served in the classrooms.
  - b) The School-based Recovery & Reopening Teams (Pandemic Response Team) will determine the appropriate protocol for classrooms to obtain meals.
  - c) Mealtimes may be staggered to allow time for delivery of food, hand washing, and cleaning.
  - d) Meals are preordered and prepared by the food vendor Karson Foods. The vendor will follow all CDC protocols for the cleaning and disinfecting of their food prep areas.
  - e) The cafeteria aide will be trained on all protocols necessary for safe delivery of food and proper sanitation of work areas.
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## **9) Recess/Physical Education**

- a) Classes to be scheduled for playground use one at a time. Playground equipment will be cleaned by custodial staff using EPA approved disinfectants after a group of students leave the playground as described in *Facilities Cleaning Practices* above.
- b) If more than one class is on the playground, each group will be confined to spaces clearly marked using physical boundaries.
- c) Classes will be scheduled for PE sessions one at a time to the greatest extent possible. Spot markers, tapes on floor etc. will be used to ensure physical distancing.

- d) PE lessons will be conducted outdoors when weather permits.
  - e) Students will engage in activities that do not involve the use of equipment or physical contact (e.g., walking, stretching, jumping jacks, yoga) to the greatest extent possible. Materials used should be maintained by the classroom staff (e.g., each class should have their own equipment or play materials) to the greatest extent possible. Any equipment used will be cleaned using approved disinfectants between sessions.
  - f) If more than one class is scheduled for APE at the same time, students will participate in the activities while remaining in their classroom, for example, synchronous or asynchronous remote lessons given by PE teacher using SMART TV's in the classroom.
  - g) All indoor recess activities will take place within the classroom maintaining student grouping. Sharing of play material will be avoided to the greatest extent possible.
  - h) Students will wash their hands after returning from playground.
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#### **10) Field Trips, Extracurricular Activities and Use of Facilities Outside of School Hours**

- a) All field trips canceled through December 2020.
  - b) Community-based Instruction
    - i) In-house and/or on-campus to the greatest extent possible.
    - ii) Commission-wide and program-specific guidelines for in-house jobs to be developed adhering to guidelines specified in the NJDOE's Restart and Recovery Plan for Education.
    - iii) Community trips to resume if businesses accept students for CBI activities and will be implemented in compliance with ESCNJ reopening plan.
    - iv) Transportation to / from community locations will be provided in compliance with ESCNJ reopening plan.
    - v) Operation of student cafes suspended through December 2020.
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## **B. Academic, Social, and Behavioral Supports**

### **1. Social Emotional Learning and School Climate & Culture**

- Need for Social Emotional Learning (SEL) approaches and counseling supports at school reopening to address student “trauma” as a result of extended school closure.
- Assessment of student regression during emergency closure during first 2 – 3 weeks of school opening:
  - Academic
  - Behavioral
  - Emotional/Social
  - Therapeutic

- Based on assessment results, may need to revise IEP Goals & Objectives, instructional strategies, etc.
- While assessment of student regression is an important process, the first 2 – 3 weeks of school should focus on Welcoming and Healing of students.
- It is to be anticipated that students may engage in elevated levels of maladapted behaviors including physical aggression due to extended school closure and returning to a new routine at school. In the event a student engages in behavior that is deemed unsafe to self or others, the student may need to be restrained or secluded following procedures and guidelines established in ESCNJ’s Board Policy #5561 – Use of Crisis Physical Restraint and Seclusion Techniques for Students with Disabilities.

## **2. Restraint/Seclusion Procedures & Considerations**

- The presence of the coronavirus only emphasizes the importance of utilizing preventative measures and verbal de-escalation techniques in an effort to reduce the frequency of these occurrences. Faculty/staff will follow the procedure below if there is necessity to restrain a student:
  - Faculty/staff working with the student should review their Behavior Intervention Plan, if applicable, to discuss any COVID-related concerns.
  - While the “intentional” spit or cough at staff or another child is generally not considered to be a behavior that might warrant a physical restraint, this may now need to be reconsidered under the current circumstances if, and only if, the student is unwilling or unable to stop this behavior with verbal de-escalation and other techniques. If this behavior is anticipated, parents will be informed of the change in perspective with regards to intentional spitting.
  - Faculty/staff must use a mask, facial shield, and gloves during a restraint procedure. It is recommended that all faculty/staff wear long sleeve clothing. The use of enhanced PPE is recommended, only if the wait time to acquire and don does not increase the chance of injury to the student or others.
  - The student’s mask (if being worn), is to be removed to minimize the risk of breathing problems.
  - Faculty/staff using best practice will always implement the least restrictive physical intervention that is necessary. Staff members should consider COVID risks in their decision making about the safest restraint techniques to use but need to continue to follow restraint procedures specified in student’s behavior intervention plan when applicable.
  - If mask-wearing is posing a difficulty in supporting the de-escalation of a child (due to communication challenges, anxiety, etc.), an additional staff can stand 8-10 feet away from the student, remove their mask, and be the primary staff person supporting the letting go process.
  - Staff should change clothes and/or remove gown and face mask, and any other PPE, after a restraint. If a face shield was used, it should be cleaned. If gloves were used, they should be discarded.
  - The student should be offered access to hand washing or hand sanitizer following intervention.

- Given the additional risk posed to other children and staff during the pandemic when children become physically aggressive, administrator should make a judgement about whether it remains safe for the student to remain in this group setting. Staff may also want to consult with the program's and student's health professionals about whether or not coronavirus testing is warranted.
  - There should be a written record of who was involved in the intervention for contact tracing purposes.
  - Surfaces contacted during the restraint should be sanitized.
  - In recognition that being involved in a restraint might be additionally stressful to staff as well as students during the pandemic, administrators are encouraged to reach out to involved staff and remind them of supports and resources available to them. Schools are further advised to monitor for signs of increased burnout and anxiety among staff and respond with system-wide approaches to address secondary traumatic stress and compassion fatigue (e.g., tap in, tap out; buddy classrooms; boundary setting; self-care, etc.).
  - Each school-based recovery and reopening team will examine their crisis response team structure and adjust accordingly.
- Educator Well-being
    - Administrators will give explicit permission to faculty/staff to take mental health breaks, take walks, and engage in other acts of self-care.
    - Administrators will check-in regularly with faculty/staff creating opportunities for employees to share information that may be affecting their wellbeing.
    - In addition to the Magellan Employee Assistance Program information posted on ESCNJ's website, the information will be shared with faculty/staff at the beginning of the school year and individually when a need is identified.
    - Information on access to mental health professionals through the health insurance plan will be shared with employees at the beginning of the school year and individually when a need is identified.
    - Links to mental health support resources such as the National Alliance on Mental Illness, CDC, and NJ Mental Health Cares will be shared with faculty/staff.
  - School Culture and Climate
    - The School Safety/School Climate Team plays an important role in developing, maintaining, and fostering a positive school climate to prevent Harassment, Intimidation, and Bullying. In addition, the team will assess the school climate and develop evidence-based strategies and school-wide instructional programs to address identified needs. The efforts of the team will be to prioritize the health and emotional well-being of staff and students to promote a safe learning environment. School nurse and counselors, where applicable, will support the School Safety/School Climate team in this process.

### **3. Wraparound Supports**

- Mental Health Supports

- Counseling services will be provided to students based on IEP team determination. Rutgers University Behavioral Health Care will provide clinical and behavioral supports to students at NuView Academy.
- Family Engagement
  - Parent representative(s) will be included in each School-based Recovery & Reopening Team (Pandemic Response Team).
  - Administrators, teachers, therapists, and/or case managers will communicate regularly with parents/guardians to assess and accommodate individual student needs. Translators will be used when communicating with non-English speaking families.
  - ESCNJ Road to Recovery Plan will be shared with parents/guardians via email, website, or other electronic platforms. Documents / presentations will be made available in English and Spanish. Follow-up meetings will be held with families as needed.

#### **4. Food Service and Distribution**

- Students attending ESCNJ Schools (i.e., in-person instruction) will be served breakfast and lunch following procedures described in the “Meals” section of the Standards for Establishing Safe and Healthy Conditions for Learning.
- Students who participate in virtual/remote instruction are to be included in their home/resident district food service program.

## **C. Leadership and Planning**

### **1. ESCNJ Recovery & Reopening (Restart) Committee**

- Central Office Leadership Team (COLT)
  - Superintendent
  - Assistant Superintendent
  - Business Administrator
  - Assistant Business Administrator
  - Director of Human Resources
  - Director of Collaborative Educational Services
- Board Member
- Supervisor of Buildings and Grounds
- Technology Coordinator
- Building/Department Administrators (3)
- ESCNJ School Safety Specialist
- School Nurses (2)
- School Physician
- MCESA representative

## 2. School-based Recovery & Reopening Team (Pandemic Response Team)

- Building administrator(s)
- Teacher(s)
- Nurse
- Speech Language Pathologist
- Case Manager or member of School Safety Team
- Counselor (where applicable)
- Custodian (as needed)
- Parent(s)
- COLT member

## 3. Scheduling

- In-person instruction will be made available to all students daily.
- The student's sending district CST, working with the student's parent(s)/guardian(s), will determine the manner in which instruction/therapy will be delivered. The student's sending district CST will review and make changes to the student's IEP as appropriate.
- Hybrid instruction, combination of synchronous and asynchronous, will be provided to students who are not available for in-person instruction due to health considerations and/or parental preference. (Details to be determined by School-based Recovery & Reopening Team).
- The student's sending district CST, working with the student's parent(s)/guardian(s), will assist in any transition from in-person instruction to full remote instruction and vice versa in accordance with ESCNJ Policy 1648.02.
  - A parent may request a student receive full-time remote learning from the school district by submitting a written request to the Principal of the school building their child would attend. The written request shall be provided to the Principal at least fourteen (14) calendar days before the student is eligible to commence full-time remote learning. The Principal's written approval of the request shall be provided to the parent within three (3) calendar days of receiving the parent's written request.
  - Upon receiving the written request, the Principal or designee/sending school district staff may request additional information from the parent to assist the Principal or designee/sending school district staff in providing the student the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.
  - A parent may request their student transition from full-time remote learning to in-person services, if in-person services are being provided, by submitting a written request to the Principal of the building the student will attend and the sending school district staff. This request must be submitted at least thirty (30) calendar days before the student is eligible for in-person services.
  - A student previously approved for remote learning wanting to transition into the school district's in-person program must spend at least twenty (20) school

days in remote learning before being eligible to transition into the school district's in-person program.

- Should there be a need to revert to remote instruction due to a local or statewide public health emergency, instruction will be based on ESCNJ Public Health-Related School Closure Plan and ESCNJ Continuity of Learning Plan found below.
- The Turning Point Academy will follow the schedule and health and safety procedures established by the Middlesex County Juvenile Detention Center and the NJ Juvenile Justice Commission. PPE for faculty/staff and screening procedures will be in accordance with this plan and as per the School-based Recovery & Reopening Team (Pandemic Response Team).
- The Nonpublic department will follow the schedule and health and safety procedures established by each nonpublic school. PPE for faculty/staff and screening procedures will be in accordance with this plan and as per the School-based Recovery & Reopening Team (Pandemic Response Team).
- Faculty/staff assigned to collaborative programs will follow the calendar and schedule of the school/program to which they are assigned.

#### 4. **Staffing**

- Accommodations for high risk faculty/staff is addressed in Section 1 above.
- The need for additional faculty/staff to support in-person and remote instruction to be assessed on an ongoing basis by building administrators and the Director of Human Resources.
- Develop contingency instructional plans for days with elevated staff absences.
- Social/Emotional support for staff, please see Educator Well-Being above.

#### 5. **Educator Roles and Responsibilities Related to In-Person and Hybrid Learning Environments:**

##### **Administrators:**

In addition to non-instructional responsibilities, to ensure the quality of continued learning in-person or virtually, administrators should:

- Consider roles for staff with health concerns
- Provide time for staff collaboration and planning
- Create schedules to increase student engagement and accountability for remote learning, taking into consideration faculty/staff and student needs
- “Check-in” regularly with faculty/staff, students, and families to assess needs and provide needed support
- Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment

- Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered
- Develop procedures and protocols to ensure continued collaboration amongst all stakeholders during virtual instruction
- Ensure students and parents receive necessary supports to ensure access to instruction
- Support teachers in assessing students and providing high-quality instruction

**Teachers:**

- Develop classroom schedule
- Support students in maintaining their social-emotional and physical wellbeing
- Assess student progress and modify instructional strategies and/or IEP goals as needed
- Implement students' academic and behavioral goals and objectives based on IEP
- Establish and maintain social distancing within the classroom and other settings in school
- Maintain the class cohort (to the greatest extent possible) and document anyone from outside the cohort who interacts with the group
- Incorporate instruction on behaviors that reduce the spread of COVID-19
- Increase knowledge of online platforms and remote instruction best practices
- Provide materials to students for in-home activities
- Assist administration with health, safety, and disinfection logistics
- Maintain ongoing communication with families and students to provide needed academic/behavioral support and update progress

**Therapists:**

- Develop suitable activities to implement students' related services IEP goals and objectives
- Collaborate with teachers to support students during in-person/hybrid instruction
- Assist administration with safety logistics
- Coordinate with teachers and administration on scheduling therapy sessions
- Consider use of teletherapy sessions where and when appropriate
- Maintain ongoing communication with families and students to provide needed therapeutic supports and update progress.

**Case Managers and/or BCBA:**

- Assist administration with health, safety, and disinfection logistics
- Support teachers/therapists in the implementation of behavior intervention plans and develop behavioral strategies as needed
- Provide families with necessary supports/resources to ensure family and student wellbeing
- Coordinate with LEA's to meet student needs, complete evaluations, and hold IEP team meetings

**Instructional Aides:**

- Support teachers in implementing student’s instructional and behavioral programs
- Provide support to promote students’ physical and emotional well-being
- Assist teachers with implementing classroom procedures
- Lead small group instruction as guided by the teacher
- Support teachers during whole-class lessons
- Provide real-time support during virtual sessions
- Research websites and identify activities that teachers can incorporate in their lessons
- Assist teachers in developing instructional materials
- Provide translation services as needed

**6. Educator Roles Related to School Technology Needs**

- Faculty/staff and families will be surveyed to determine technology and connectivity needs.
- Technology and connectivity needs of faculty/staff will be met to enable effective delivery of remote instruction.
- If a student is not able to access instruction/therapy due to lack of access to a device or connectivity, ESCNJ case managers will coordinate with LEA case managers to provide the student an appropriate device either from the sending district or from ESCNJ.

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**D. Policy and Funding****1. Revision and adoption of the following Board Policies**

- Policy 1648 – Restart & Recovery Plan
- Policy 1649 – Federal Families First Coronavirus (COVID-19) Response Act

**2. Funding as directed by the Board, Superintendent, and Business Administrator.**

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## **E. Continuity of Learning**

### **1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities**

The Educational Services Commission of New Jersey (ESCNJ) is a public receiving school district serving students with disabilities ages 3 – 21 in all the special education categories (e.g., Autism, Multiple Disabilities, Emotional Disorders, OHI, Specific Learning Disabilities, etc.). The ESCNJ Department of Nonpublic School Services provides specialized, auxiliary, and remedial Chapter 192/193 services to approximately 2,500 eligible students. ESCNJ provides instructional services for the Middlesex County Juvenile Detention Center through the Turning Point Academy (TPA) program. TPA middle school and high school aged students receive general and special education services as per the student’s home district.

ESCNJ will provide two learning options once the school buildings are open. Students may return to in-person instruction following the schedule set by the Commission or continue to participate in remote learning from their home. All students will return to in-person learning unless the parents/guardians choose to maintain remote learning. Both groups of students will receive a minimum of four (4) hours of instruction per day. Remote learning will continue to consist of both synchronous and asynchronous activities.

In the event that ESCNJ is directed by the NJDOE or NJDOH to close schools due to COVID-19 (Coronavirus), learning will continue as outlined in the ESCNJ Public Health-Related School Closure Plan. Students will be provided a remote instruction packet and online resources with instructional and therapeutic activities. Parents/guardians will be guided by ESCNJ faculty/staff to work with their child for a minimum of twenty (20) hours per week during school closure. Instructional time will consist of direct contact instruction/therapy by ESCNJ teachers and therapists in both synchronous and asynchronous methods. Instructional activities will also include independent work assignments and group activities, where appropriate based on student ability and family circumstances.

Upon return to in-person instruction, students will be assessed by ESCNJ certificated faculty, staff, and therapists on the progress toward their IEP Goals and Objectives. The School-based Recovery & Reopening Team (Pandemic Response Teams) will outline appropriate assessments for each program. Results of these assessments will be communicated to the IEP team members (i.e., parents/guardians, LEA’s, teacher, therapists, etc.). Assessment results may require changes to the student’s IEP Goals and Objectives. ESCNJ faculty will continue to use multiple data sources to assess student progress toward achievement of IEP Goals and Objectives. The student’s LEA (home district) will determine the protocol for the make-up of any missed related service sessions (Speech/ OT/ PT).

Home/school communication will continue to be vital to ensure the quality and consistency of instructional/therapeutic services and student progress on IEP goals and objectives during reopening. As such, the Commission’s expectation is daily contact with each family regardless of type of instructional participation (in-person or remote). The need to effectively communicate with non-English speaking families is acknowledged and will be accomplished through various

means. Bi-lingual Instructional Aides will translate for Commission faculty as needed. Various online platforms and apps will be employed (e.g., Class Dojo, Talking Points, Google Translate, etc.) to communicate with non-English speaking families as well. Additionally, ESCNJ nurses and case managers will maintain regular contact with students/families to monitor student academic progress, behavioral issues, health status, etc. ESCNJ case managers and/or nurses will contact the LEA case manager on an as needed basis.

ESCNJ faculty and case managers will participate virtually in IEP annual review meetings and other mandated CST meetings as requested by sending districts. The need for in-person meetings, student observations, and evaluations will be determined on a case-by-case basis.

## **2. Technology & Connectivity**

Students have access to technology including iPads, Chromebooks, laptop computers, and smart phones to access instruction/therapy provided using online platforms such as Google Classroom and Schoology; Video conferencing using Zoom or Google Meet; and educational websites such as IXL, BrainPoP, and Newsela. Classroom teachers, paraprofessionals, and therapists regularly monitor students' access to devices during daily student / parent contact. When it is determined that a student is not able to access instruction / therapy due to lack of access to a device, ESCNJ case managers coordinate with LEA case managers to provide the student an appropriate device either from the sending district or from ESCNJ.

The ESCNJ IT department will conduct a needs assessment of each school/program to determine the need for additional devices, software licensing, assistive technology, and connectivity.

ESCNJ will provide options for internet connectivity for students with that need.

Comcast/Xfinity – Internet Essentials / New Xfinity customers who are eligible for public assistance programs.

Altice/Optimum – Altice Advantage / New customers with a child recipient of NSLP, seniors eligible for SSI, or veterans receiving public assistance.

Hotspots (Verizon/T-Mobile)

The ESCNJ IT department will develop plans and documentation for the deployment of devices for remote learning and/or connectivity.

Documentation for Staff.

Quick Start Guides and Documentation for Parents/Students.

Review Acceptable Use Policy (AUP).

Standardize and review device loaner forms and update procedures to better track device loan and return.

### 3. Curriculum, Instruction, and Assessment

- Please see the Continuity of Instruction plan found above.
  
- Assessment of student regression during emergency closure during first 2 – 3 weeks of school reopening:
  - Academic
  - Behavioral
  - Emotional/Social
  - Therapeutic
  
- Based on assessment results, may need to revise IEP Goals & Objectives, instructional strategies, etc.
  
- Additional Student & Instructional/Therapeutic Considerations:
  - Students needing physical prompts and interactions to complete activities and/or attend to lesson.
  - Students may not respond to/interact with staff wearing face mask.
  - Explore ways to limit/eliminate the sharing of instructional material between students.
  - Explore ways to limit/eliminate the sharing of therapeutic material (e.g., standers, gait trainers, communication switches, etc.) between students. Cleaning of shared instructional materials including technology devices and therapeutic material.
  - Parent/family “check-ins” over first 2 – 3 weeks of school reopening in lieu of Parent/Teacher conferences.
  - Personal hygiene assistance for students with special needs.
  - Self-help assistance (e.g., seating, transition, ambulation, eating, etc.) for students with special needs.
  - Students with significant behaviors
    - Implementing Restraints/Seclusion procedures (please see above)
    - Risk of elopement with social distancing
  - Medically fragile students
    - G-tube feedings
    - Impact on students and 1:1 paraprofessionals

### 4. Professional Learning

- Professional Development and in-service trainings to be developed based on the needs of each school/department.
  
- Faculty/staff will be provided in-service trainings in remote instruction and teletherapy best practices at the beginning of the school year.
  
- Through their PLC’s, faculty will work on improving knowledge and delivery of high-quality instruction using online platforms such as Google classroom and Schoology, and video-conferencing tools.

- Faculty/staff will be provided training on managing challenging student behaviors with an emphasis on verbal de-escalation strategies and safely implementing restraint / seclusion procedures during the COVID-19 pandemic.
- Provide ongoing training and consultation for parents/caregivers to enable implementation of student's instructional and therapeutic programs during remote learning.

# Appendix A

## Additional ESCNJ Procedures & Considerations

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### School Calendar Revisions

- Allow for two to three faculty/staff PD days at the start of the school year to discuss the “New abnormal,” health/safety procedures (Universal Precautions), and refresher on “Remote Instruction Best Practices.”
  - Virtual parent presentations to discuss reopening procedures, hygiene practices, and “How Tos” for technology usage in remote instruction.
  - Student half days to start the school year for admin and faculty to review and discuss all new processes and procedures (e.g., first 5 school days).
  - No in-person parent/teacher conferences in Fall 2020.
  - Virtual Back-to-School Night.
- 

### Personal Protective Equipment (PPE)

- Audit of on-hand PPE and cleaning/sanitizing materials.
  - Availability of PPE and cleaning/sanitizing supplies and Supply Chain.
  - PPE for all ESCNJ staff will be provided by the Commission. Masks for students will be provided by the family. Student masks are to be washed and/or changed daily.
  - PPE care and wear procedures to be established.
  - PPE storage and distribution procedures to be established at each school/program.
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### Social Distancing Guidelines

- Virtual faculty/staff meetings
  - Virtual Committee & Professional Learning Community meetings
  - Virtual Board meetings
  - Changes to staff sign-in/sign-out procedures
  - No assemblies through December 2020
-

## **Appendices B - J** **(School-based Procedures & Considerations)**

### **School/Program Name Here**

Below are the procedures and considerations determined by the (School name here) School-based Recovery & Reopening Team (Pandemic Response Team). Each of these items further addresses the standards set forth in the ESCNJ Road to Recovery document which is aligned to the NJDOE Road Back Guidance.

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### **A. Conditions for Learning**

#### **Health & Safety: Standards for Establishing Safe & Healthy Conditions for Learning**

##### **1) General Health & Safety Guidelines**

- a) Procedures for Visitors
- b) Develop ways in which behaviors that reduce the spread of COVID-19 will be promoted (e.g., identify locations where signage on hand washing, proper way to wear a mask etc. will be posted, develop lessons appropriate for various student-levels)
- c) Identify students who should not wear masks due to medical considerations

##### **2) Classrooms, Testing, & Therapy Rooms**

- a) Establish cohorts, limiting mixing of students and staff. Document for contact tracing purposes.
- b) Identify additional spaces that will be used for social distancing in the building.
- c) Identify if any furniture needs to be removed and/or moved from each classroom to allow for social distancing. (NOTE: Removal/rearranging of furniture requires the approval of central office administration – email Gary & Meena).
- d) Develop procedures for student materials (i.e., materials coming from home, materials staying in school).
- e) Students and staff should maintain use of the same materials and area throughout the day (e.g., chairs, desks, etc.).
- f) Develop procedures for cleaning student materials.
- g) Identify ways to limit the sharing of instruction materials (e.g., direct instruction teacher manuals, Edmark cards, etc.).
- h) Develop list of difficult-to-clean instructional material / manipulatives that should not be used.
- i) Allow 5 minutes at the end of each period for cleaning materials.
- j) Develop procedures for scheduling related services (e.g., additional spaces for social distancing, time in schedule for cleaning, appropriateness to continue teletherapy in the building, etc.).
- k) Develop procedures for cleaning shared therapeutic materials and identify any implications for scheduling.

- l) Develop procedures for specials teachers (i.e., APE, Art, Music, Job Coach) determining how instruction will be delivered and types of contact-less activities.
- m) Develop procedures for recess (i.e., what spaces are available for outside use, how can the spaces be broken up, how will they be scheduled).
- n) Identify if any additional spaces can be used for their intended purpose (e.g., Pre-Voc, ADL, Café, etc.). Develop procedures for scheduling and cleaning.
- o) If there are no bathrooms in the classrooms, develop procedures for hand-washing and toileting schedules.
- p) Identify locations in need of sanitizing stations.
- q) Where possible, assign therapists to a minimal number of classrooms.
- r) Develop procedures for nap time in preschool classrooms (e.g., spacing and cleaning).
- s) Develop procedures for copy machine use.
- t) Identify procedures that can be moved to a paperless system.
- u) Have sufficient office supplies on hand for staff use (e.g., each staff member should have their own pen).

### **3) Transportation**

- a) Develop procedures for bus and parent arrivals/departures limiting traffic through entrances at any given time.
- b) Develop procedure for CBI vans (cleaning, transporting) when trips resume.

### **4) Student Flow, Entry, Exit, & Common Areas**

- a) Develop procedures for arrival and dismissal (i.e., how many entrances will be used, parent drop-off/ pick-up, parent sign-in/ out).
- b) Develop procedures for late arrivals and early pick-ups.
- c) Identify if any physical guidelines will be used (e.g., arrows on the ground, signs, etc.).
- d) Develop alternative procedures for delivering staff mail and announcements. Discontinue use of staff mailboxes and mailroom to the greatest extent possible. Use of ESCNJ email is recommended for all internal written communications.
- e) Develop procedures for movement in the hallways.
- f) Identify guidelines and limitations for scheduling to limit movement throughout the building at one given time.
- g) Identify any signage needed as a result of these procedures.
- h) Identify procedures for staff lunches (i.e., social distancing in staff lounge, other rooms available for use, how areas will be cleaned).
- i) Water fountains should be made unavailable until further notice.
- j) Identify locations where physical barriers such as sneeze guards may be needed.

### **5) Screening, PPE, and Response to Students and Staff Presenting Symptoms**

- a) Develop procedures for staff and student screening upon arrival (i.e., location for temperature checks, procedures when a temp is above 100.4).
- b) Staff will no longer use paper sign-in sheets. The Frontline app will be used for sign in. Staff will also complete a daily health questionnaire via the app prior to entering the building. Identify how buildings will monitor this information for compliance.
- c) Identify isolation area for students and staff presenting with symptoms.

- d) Develop procedure for isolating students (how will students be monitored when waiting to be picked up)
- e) Develop procedures for emergency student pick-up.
- f) Develop procedures for visitors.
- g) Identify location for storing PPE
- h) Develop procedures for distribution of PPE to staff each morning.
- i) Identify situations where enhanced PPE will be available and distributed.
- j) Identify how the protocol for addressing positive cases will be implemented (e.g., ensuring flow of information)
- k) Develop procedure for ensuring parent contact information stays current

#### **6) Contact Tracing**

- a) Develop protocols for documentation of students and staff in each classroom, monitoring changes to set cohorts and bus lists, and how information will be maintained.

#### **7) Facilities Cleaning Practices**

- a) Identify role of classroom staff in cleaning needs.
- b) Develop schedule for classroom cleaning and assign staff to specific jobs if needed
- c) Collaborate with custodial staff when determining additional areas for use and scheduling. Some chemicals require additional drying times which may impact scheduling.
- d) Identify locations for disposal of PPE.

#### **8) Meals**

- a) Develop procedures for contact-less lunch delivery to the classrooms.
- b) Develop procedure for cleaning classroom and removing garbage after mealtimes.

#### **9) Recess/ Physical Education**

- a) Identify alternative areas for APE if gym is being used for social distancing.
- b) Identify how APE will be delivered to each classroom.
- c) Identify if additional materials are necessary, if so, how will these materials be cleaned between uses.
- d) Develop procedures for delivery of APE lessons if more than one class is scheduled at the same time.

#### **10) Field Trips, Extracurricular Activities and Use of Facilities Outside of School Hours**

- a) All field trips canceled through December 2020
- b) Develop alternative, in-house Community-based Instruction opportunities.

## **Academic, Social, and Behavioral Supports**

### **Social Emotional Learning and School Climate & Culture**

- Identify assessments that will be used to evaluate students' regression (i.e., academic, behavioral, social/emotional, therapeutic) during the emergency closure. Develop protocol for communication of assessments to all stakeholders.

**Restraint/ Seclusion Procedures & Considerations**

- Develop a crisis-response structure (i.e., crisis teams, notification of crisis situations, strategies to avoid compassion fatigue).

**Educator Well-being**

- Identify ways in which staff well-being can be addressed within the building.

**School Culture and Climate**

- Identify activities to address school culture and climate.

**Additional Considerations:**

- Student & Instructional/Therapeutic Considerations
  - Develop procedures for students needing physical prompts and self-help assistance (i.e., protocols for staff before, during, and after interaction).
  - Identify if any additional procedures are necessary for Medically fragile students
  - Develop procedures for shared technology use in the classroom/therapy rooms.
  - Develop procedures for parent/ family “check-in” during the first 2-3 weeks of school reopening.
  - Ensure sufficient amount of reinforcers to minimize sharing of items.
  - Develop protocols for students with social/ physical reinforcers (e.g., walks, scooter in the hallway, etc.).
  - Develop protocols to teach identified skills such as hand washing, mask wearing, and social distancing.
- Identify ways to maintain up to date student and staff contact information.

## **Appendices B - J** **(School-based Procedures & Considerations)**

### **NuView Academy**

Below are the procedures and considerations determined by the (School name here) School-based Recovery & Reopening Team (Pandemic Response Team). Each of these items further addresses the standards set forth in the ESCNJ Road to Recovery document which is aligned to the NJDOE Road Back Guidance.

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#### **B. Conditions for Learning**

##### **Health & Safety: Standards for Establishing Safe & Healthy Conditions for Learning**

###### **11) General Health & Safety Guidelines**

- a) Procedures for Visitors
  - Visitors will be limited to parents/guardians of students, CST members, and parents/guardians of prospective students.
  - Visitors will be allowed into NVA by appointment only, unless an emergency arises.
  - Main Office Appointment Calendar will be kept to maintain appointments.
  - Visitors will wait in parking lot, until staff let them into the building.
  - Visitors will be asked to call the Main Office from the parking lot, prior to entering the building. Identify car, purpose for visit, etc.
  - Visitors will be required to follow current PPE considerations and rules.
  - Visitors will fill out Health Screening Questionnaire.
  - Meetings will continue to be held virtually, when possible.
  - District meetings will be scheduled on same day, when possible.
  - Statement to be put on front door, with phone number of main desk, to request entry to building.
- b) Develop ways in which behaviors that reduce the spread of COVID-19 will be promoted (e.g., identify locations where signage on hand washing, proper way to wear a mask etc. will be posted, develop lessons appropriate for various student-levels)
  - Each teacher/classroom will post signage related to handwashing, social distancing, and hygiene.
  - Each classroom will develop a schedule of best practices for hygiene. This should include the following: bathroom break schedule, hand washing schedule, hand sanitizer schedule, and mask wearing procedures.
  - Hand sanitizer and PPE supplies will be locked in cabinets.
  - Signage, including One-way arrows, will be posted for hallway walking.
  - Designated bathrooms for students/staff use, for both upstairs and downstairs.
- c) Identify students who should not wear masks due to medical considerations
  - To Be Determined by age, ability, behavioral considerations.
  - Medical conditions to be determined such as asthma, severe sensory issues.

- Breaks will be built into daily schedule for appropriate times of mask removal.

## **12) Classrooms, Testing, & Therapy Rooms**

- a) Establish cohorts, limiting mixing of students and staff. Document for contact tracing purposes.
  - Each classroom will function as a respective cohort group, comprised of students, classroom staff, and Rutgers UBHC therapeutic staff.
  - Each cohort will travel and function as an independent group, as much as possible, and will therefore limit the amount of time/exposure outside of that group.
  - Any staff/students coming into or out of the cohort will be documented on a classroom log. Daily log will consist of students and staff present, as well as visitors into the classroom.
  - Therapy groups consist of 2 clinicians typically. Staffing for therapeutic group sessions may be adjusted to include classroom staff should need arise.
  - Staff breaks may need to be reconfigured to allow for 1 clinician, 1 aide, 1 mental health specialist.
  
- b) Identify additional spaces that will be used for social distancing in the building.
  - Extra spaces to be utilized will be: art room, bench areas, gymnasium, game room, and non-used classrooms.
  - Extra spaces will have a posted room schedule, one day per class, cleaned daily.
- c) Identify if any furniture needs to be removed and/or moved from each classroom to allow for social distancing. (NOTE: Removal/rearranging of furniture requires the approval of central office administration – email Gary & Meena).
  - Large group tables and work stations have been removed. Desks have been spaced apart. Computer carts will be stored out of classrooms.
- d) Develop procedures for student materials (i.e., materials coming from home, materials staying in school).
  - Backpacks for students are encouraged to stay at home. Students should minimize the amount of materials coming to and from school daily.
  - Items coming from home will be collected in the morning, stored in the classroom, and returned home daily. This included student cell phones.
- e) Students and staff should maintain use of the same materials and area throughout the day (e.g., chairs, desks, etc.).
  - Students will have assigned desk and chair.
  - Student materials and supplies will be designated for each individual. This will include: Pencil box, materials, pens, pencils.
  - Any shared devices will be cleaned between use. If not able to be cleaned, device will be put away for remainder of school day and cleaned at end of day
  - Individual items will be cleaned during school day.
- f) Develop procedures for cleaning student materials.
  - Each classroom will develop a daily schedule for cleaning of individual materials.
  - Each classroom will develop a daily schedule for cleaning shared materials. Shared materials should be kept to a minimum. These items should not be used by another person until cleaned.

- Items not covered by Custodian cleaning schedule will be maintained by classroom staff.
- g) Identify ways to limit the sharing of instruction materials (e.g., direct instruction teacher manuals, Edmark cards, etc.).
- Students will be instructed to use their own books and instructional materials as much as possible.
  - Students will be instructed to use computers based learning as much as possible.
  - Staff will design lessons and activities in such a way as to limit need for sharing materials.
  - Staff will be responsible for putting computers into charging stations.
- h) Develop list of difficult-to-clean instructional material / manipulatives that should not be used.
- Materials included are: Books, paper, pens, pencils, manipulatives, therapy cards, play-do, sand tray, dolls, play therapy, sport items such as balls.
- i) Allow 5 minutes at the end of each period for cleaning materials.
- Individual class schedules will be developed and posted.
- j) Develop procedures for scheduling related services (e.g., additional spaces for social distancing, time in schedule for cleaning, appropriateness to continue teletherapy in the building, etc.).
- Related services will utilize remote instruction to the extent possible.
  - Speech Therapy – remote instruction or office space.
  - OT / Physical Therapy – office space.
  - RUBHC Therapy – remote session or office space.
  - Therapists will go to classrooms to pick up student.
  - Time will be set aside at the end of each service period for the cleaning of spaces and materials used.
- k) Develop procedures for cleaning shared therapeutic materials and identify any implications for scheduling.
- Schedule will be created to ensure spaces are not double booked.
  - Schedule will allow for cleaning of shared space after each session.
- l) Develop procedures for specials teachers (i.e., APE, Art, Music, Job Coach) determining how instruction will be delivered and types of contact-less activities.
- Teachers of specials areas will provide instruction via remote means when appropriate.
  - These teachers may join the class for in-person instruction, or devise a schedule to allow for portions of the class to participate in-person.
- m) Develop procedures for recess (i.e., what spaces are available for outside use, how can the spaces be broken up, how will they be scheduled).
- Each classroom will schedule a time for recess, and playground equipment to be used.
  - Custodial staff will close playground after each session, and allow time for cleaning after each use.
- n) Identify if any additional spaces can be used for their intended purpose (e.g., Pre-Voc, ADL, Café, etc.). Develop procedures for scheduling and cleaning.
- Potential Spaces: Gymnasium, Art Room, Game Room, Roof garden, Extra classroom.

- Each teacher will provide a schedule for when the space is being utilized so that Custodial Staff will have opportunity to clean space prior to its next use.
- o) If there are no bathrooms in the classrooms, develop procedures for hand-washing and toileting schedules.
  - Classes will create and implement schedule for use of bathrooms, hand-washing, and hand sanitizing.
  - If student requests bathroom use not at scheduled time, staff will verify availability and cleanliness for student use.
- p) Identify locations in need of sanitizing stations.
  - The following areas are in need of sanitizing stations: Entry doors. Bathrooms. Elevator. Staff lunch room. Kitchen. Main office. Copier area. Classrooms.
- q) Where possible, assign therapists to a minimal number of classrooms.
  - When appropriate, therapists will be assigned to classroom caseload to minimize exposure out of cohort model.
- r) Develop procedures for nap time in preschool classrooms (e.g., spacing and cleaning).
  - Not applicable to NuView Academy.
- s) Develop procedures for copy machine use.
  - Copying of materials should be kept to a minimum.
  - Each classroom should designate one staff for the use of shared copy machines.
  - Following use of copy machine, staff member should wipe down copier.
  - Staff should verify that copy room is empty prior to coming to make copies.
- t) Identify procedures that can be moved to a paperless system.
  - To the extent possible, all forms and materials should be attempted in paperless system first.
  - Suggested forms are: staffing materials and guides, student-related forms and guides.
  - Student work being sent home will be first attempted via electronic means. Should a parent request, paper forms can be sent home.
- u) Have sufficient office supplies on hand for staff use (e.g., each staff member should have their own pen).
  - Office supplies have been ordered to provide for individual use.

### **13) Transportation**

- a) Develop procedures for bus and parent arrivals/departures limiting traffic through entrances at any given time.
  - Three entrances will be used for the entry/dismissal of students. Students will be directed to the appropriate entry/dismissal door based upon classroom assignment.
  - At least three staff will be assigned to each entry. Staff will be assigned to mark attendance, receive cell phones, take temperature of students.
  - Support staff will be assigned inside and outside of building to support students entering and dismissing.
- b) Develop procedure for CBI vans (cleaning, transporting) when trips resume.
  - Vans will be inspected before and after each trip.
  - Vans will be cleaned after each use.
  - Daily log will be maintained to account for what students and staff have been inside of the van, and to account for contact tracing.

#### 14) Student Flow, Entry, Exit, & Common Areas

- a) Develop procedures for arrival and dismissal (i.e., how many entrances will be used, parent drop-off/ pick-up, parent sign-in/ out).

##### Arrival:

- 3 entry points – Primary side, Main Entrance and High school side entrance.
  - Three staff members will be assigned daily to each entry point. One will take attendance, one will accept student cell phone, one will take student temperature.
  - Nurse to check temperatures/screening questionnaire if staff determine student's temperature is in elevated range.
  - MHS Supervisor/designee to be present to monitor social distancing and to direct students to be walked to their assigned entrance.
  - Additional staff members will walk (6 feet apart) student to assigned entrance and to avoid wandering off/maintain order.
  - **Book bags: - should not bring them in to limit searches and less contact.**
  - Zip lock bags to places phones in.
  - Boxes/bins with dividers- place student items in individual sections
- Parent drop-offs: -
  - Office secretary will document student arrival / departure time.
  - Parents can call upon arrival, to eliminate the need to come into the building. Staff can approach the parking lot and direct student to their entry point.

##### Dismissal:

- Students will utilize same exits for entry and dismissal.
  - Staff members will be assigned to return collected items, ensure students get onto bus, and remind of social distancing.
  - Dismiss students per district bus- make sure students abide by 6 feet social distancing even if coming from different exits.
  - Same morning staff to be appointed at exits to increase efficiency of dismissal.
- b) Develop procedures for late arrivals and early pick-ups.
- Early pick-ups: Parent should call main office to notify of location in parking lot. Secretary to call the classroom to call student out. Classroom staff to bring student out to vestibule. Secretary will document pick-up time.
  - Late Arrivals: Parent should call main office to notify of location in parking lot. Secretary to call the classroom to call 1 staff to receive student and walk to the class. Secretary will document student arrival time.
- c) Identify if any physical guidelines will be used (e.g., arrows on the ground, signs, etc.).
- If necessary, tape on floors or sidewalks will be implemented to ensure that staff and students remain at least 6 feet apart in lines and at other times.
- d) Develop alternative procedures for delivering staff mail and announcements. Discontinue use of staff mailboxes and mailroom to the greatest extent possible. Use of ESCNJ email is recommended for all internal written communications.
- Discontinue use of staff mailboxes and mailroom to the greatest extent possible.
  - Use of ESCNJ email is recommended for all internal written communications

- e) Develop procedures for movement in the hallways.
  - Scheduling should allow for minimum number of people in the hallways at any one time.
  - Entry and exits will utilize one way routes to the degree possible.
  - Schedule bathroom timing blocks for class to have less students/staff in hallways.
  - Plans to be developed for those students in advance to prevent walkouts. Schedule breaks for students that need a break/required as per IEP: Walk plan, Break schedule, Exercise routine, Individual coping plans, etc.
  
- f) Identify guidelines and limitations for scheduling to limit movement throughout the building at one given time.
  - Minimal classroom movement will be encouraged to the extent possible.
  - Specific times for “break times” or bathroom times for each class will be utilized.
  
- g) Identify any signage needed as a result of these procedures.
  - Potential for Signage –
    - Posters for reminders of hallway expectations at classroom doors –
    - Contact tracing form at each classroom door
    - Daily log sheet for each classroom
    - Front door sign informing visitor to call Main Office and requirement of PPE
  
- h) Identify procedures for staff lunches (i.e., social distancing in staff lounge, other rooms available for use, how areas will be cleaned).
  - Staff to disinfect area before and after each use.
  - Custodian to disinfect common staff lunch area at set times during day.
  - Schedule for Teacher lounge for staff lunches may be necessary.
  
- i) Water fountains should be made unavailable until further notice.
  - Water fountains will be turned off if possible.
  - Signs will be posted on water fountains to inform of “non-use”.
  
- j) Identify locations where physical barriers such as sneeze guards may be needed.
  - School has not identified areas with need for physical barrier at this time.

### **15) Screening, PPE, and Response to Students and Staff Presenting Symptoms**

- a) Develop procedures for staff and student screening upon arrival (i.e., location for temperature checks, procedures when a temperature is above 100.4).
  - All students will have temperature checked upon getting off the bus.
  - If temperature is above 100.4, student to be gowned and directed to conference room for isolation until a parent/guardian can pick up student.
  - Any students presenting with symptoms related to COVID-19 will be directed to conference room for isolation until a parent/guardian can pick up student.
  - Staff member with temperature greater than 100.4 will be directed to go home immediately and follow up with their health provider and recommendations.

- b) Staff will no longer use paper sign-in sheets. The Frontline app will be used for sign in. Staff will also complete a daily health questionnaire via the app prior to entering the building. Identify how buildings will monitor this information for compliance.
  - Building Administrator or Designee will monitor Frontline information daily.
- c) Identify isolation area for students and staff presenting with symptoms.
  - Conference room will be utilized as the isolation room.
- d) Develop procedure for isolating students (how will students be monitored when waiting to be picked up)
  - Preferably, only one individual should have contact with the isolating student (possibly the nurse as she was the first to identify the high temperature).
  - If the concern was brought up later in day, the individual who has had the most contact should monitor student while waiting to be picked up and walk them out when parents arrive.
  - Both individual (student and staff) should be wearing proper PPE.
- e) Develop procedures for emergency student pick-up.
  - School Nurse or Designee will contact the parents/guardians with information regarding the health of the student, and requirement to pick up student from school.
  - Parents/guardians will call the office when in parking lot.
  - Shelter in place will be announced to ensure the hallways are clear.
  - Staff will walk student out of building to meet the parents/guardian.
  - Parents will be informed by School Nurse of next steps needed prior to student's return to school.
- f) Develop procedures for visitors.
  - See Section 1 A above.
- g) Identify location for storing PPE
  - PPE will be stored and disseminated by Main Office staff.
  - Classroom staff will be given PPE as needed.
  - Students should not have access to stored PPE.
- h) Develop procedures for distribution of PPE to staff each morning.
  - Classroom staff will be given PPE as needed.
- i) Identify situations where enhanced PPE will be available and distributed.
  - Enhanced PPE will be necessary during certain crisis situations such as physical restraints or seclusion and when monitoring students in isolation room.
  - Students not following recommended guidelines of wearing masks or immediately upon a positive case is suspected as precautionary measure.
- j) Identify how the protocol for addressing positive cases will be implemented (e.g., ensuring flow of information)
  - School Administrator or Designee to contact Central Office Administration about possible COVID case within school.
  - School Administrator will follow directives of Central Office guidelines in communicating to any outside agencies.
  - Positive COVID cases will be reported as per NJDOH & ESCNJ guidelines.
- k) Develop procedure for ensuring parent contact information stays current

- School Secretary to maintain up to date contact information for parents and guardians.
- All staff will inform School Secretary upon being given new contact information.

### **16) Contact Tracing**

- a) Develop protocols for documentation of students and staff in each classroom, monitoring changes to set cohorts and bus lists, and how information will be maintained.
  - Each classroom will post daily a list of assigned students and staff
  - Visitors to any class will sign in for each entry into the classroom.
  - Sign posted on door reminder to sign in.
  - Staff directed to use own pen to check off entry.

### **17) Facilities Cleaning Practices**

- a) Identify role of classroom staff in cleaning needs.
  - Staff should assist in the disinfecting of any classroom items used on a daily basis, including items such as chairs/desks/doorknobs/commonly touched surfaces and instructional materials.
- b) Develop schedule for classroom cleaning and assign staff to specific jobs if needed
  - Each classroom will develop a routine for the staff to clean after every period as needed.
- c) Collaborate with custodial staff when determining additional areas for use and scheduling. Some chemicals require additional drying times which may impact scheduling.
  - Custodial staff will be given schedules for cleaning of additional and non-regularly used areas as needed
- d) Identify locations for disposal of PPE.
  - Each classroom will designate a PPE-specific trashcan for disposal of PPE.

### **18) Meals**

- a) Develop procedures for contact-less lunch delivery to the classrooms.
  - Designated staff will deliver any food/lunches to each classroom.
  - Taking home of left-over foods will not be allowed.
  - Bringing in of snacks from home will not be allowed.
- b) Develop procedure for cleaning classroom and removing garbage after mealtimes.
  - Each classroom will bag their trash following meals.
  - Trash bags will be placed outside of each classroom door, to be collected by Custodial staff.

### **19) Recess/ Physical Education**

- a) Identify alternative areas for APE if gym is being used for social distancing.
  - Alternative plans can include: planned walks outdoors, virtual fitness lessons, playground use.
- b) Identify how APE will be delivered to each classroom.

- PE Teacher to create and revise schedules to ensure maximum positive impact of PE for all students. Potential solutions below:
  - Potential for each classroom to have 2 PE periods a day, but length of times cut in half
  - Walks outdoors (Walking Wednesday) - separate per class and maintain cohort.
  - Yoga (zoom in class).
  - Virtual fitness.
  - Give each class own equipment. Teachers and staff to maintain the cleanliness.
- c) Identify if additional materials are necessary, if so, how will these materials be cleaned between uses.
  - Any materials used will be cleaned after each use.
  - If possible, classrooms will have their own equipment.
- d) Develop procedures for delivery of APE lessons if more than one class is scheduled at the same time.
  - APE will only be scheduled one class at a time.

## **20) Field Trips, Extracurricular Activities and Use of Facilities Outside of School Hours**

- a) All field trips canceled through December 2020
- b) Develop alternative, in-house Community-based Instruction opportunities.
  - To Be Determined. Suggested activities could include: Assist with taking out of trash, light cleaning and organization of classrooms, organizing of supplies and materials.

## **Academic, Social, and Behavioral Supports**

### **Social Emotional Learning and School Climate & Culture**

- Identify assessments that will be used to evaluate students' regression (i.e., academic, behavioral, social/emotional, therapeutic) during the emergency closure. Develop protocol for communication of assessments to all stakeholders.
  - Teachers will develop Classroom specific assessments based upon the need and ability level of students.
  - Rutgers UBHC will utilize its own forms for Assessment and Treatment planning.

### **Restraint/ Seclusion Procedures & Considerations**

- Develop a crisis-response structure (i.e., crisis teams, notification of crisis situations, strategies to avoid compassion fatigue).
  - All staff members will need to take an active and participatory role in the crisis-response structure of NuView Academy.
  - All staff members will need to be active in the de-escalation of student behaviors, whether via verbal or physical de-escalation techniques.
  - All staff – Rutgers and NuView – must play an active role.
  - Recommended PPE for all staff during a crisis – mask, shield, gloves, gown
  - Staff members can be switched out when necessary and available.

- Staff members assigned to hallway duty may be called upon first to participate in physical de-escalation process.
- Walkies for staff members will be needed to allow for communication within the building.
- Required cleaning of physical spaces following restraint
- Seclusion of students into quiet areas
  - Need to keep student in room when necessary.
    - Use of mat to block entry way should it be deemed necessary.
  - Rutgers staff are NOT allowed to participate in seclusion techniques
- Notification of crisis situations – who will be notified and by whom?
  - Data collection for restraint / seclusion
    - Rutgers forms
    - ESCNJ forms
  - Administrative Staff and Nurse will be notified immediately.
  - Parents will be notified by designated classroom/therapeutic team.
  - Sending district will be notified by Administrator or Designee.
  - ESCNJ Central office will be notified by School Administrator or Designee.
- Strategies to avoid compassion fatigue –
  - break immediately following restraint
  - debrief of restraint, including discussion of any antecedent, behavior, consequence
  - washing of hands and face
  - change of clothes / shirt
- Discussion and review of staff anxiety, fears, and questions

### **Educator Well-being**

- Identify ways in which staff well-being can be addressed within the building.
  - Staff breaks when needed.
  - Staff meetings to discuss needs of staff.
  - Training and guidance for staff in use of online and remote instruction.
    - Create uniformity in online platforms to help teachers support each other.

### **School Culture and Climate**

- Identify activities to address school culture and climate.
  - NuView Academy Sunshine club – virtual staff get together.
  - Students – focus on the mental health of the student for first 2 to 3 weeks (allowing students to adjust to all the changes).
  - Staff survey- “what would you like to see in your classroom.” “How can we help you feel safe coming to work?”

### **Additional Considerations:**

- Student & Instructional/Therapeutic Considerations
  - Develop procedures for students needing physical prompts and self-help assistance (i.e., protocols for staff before, during, and after interaction).
    - Staff should consult with School Nurse for physical prompts and self-help assistance.

- Staff should wear appropriate and necessary PPE for any student requiring physical prompts and self-help assistance.
- Identify if any additional procedures are necessary for Medically fragile students.
  - Determine if any NuView students are considered medically fragile by consulting with nursing/Dr. Kaur.
- Develop procedures for shared technology use in the classroom/therapy rooms.
  - Students continue to utilize own Chromebook.
  - Electronics are not utilized during clinical sessions.
- Develop procedures for parent/ family “check-in” during the first 2-3 weeks of school reopening.
  - Therapists will continue to outreach parents weekly (and more if needed) to check-in specifically regarding their perspectives on plan, as well as feelings on safety/overall impact of transitions on well-being.
- Ensure sufficient amount of reinforcers to minimize sharing of items.
  - Encourage students to bring own coping skills and fidget toys to school (perhaps to place inside pencil case).
  - Have additional materials for students whose parents unable to afford or provide items.
- Develop protocols for students with social/ physical reinforcers (e.g., walks, scooter in the hallway, etc.).
  - Life skills group with MHS and Nursing Staff.
  - Remind students every morning during morning meetings with classroom staff/clinician.
- Develop protocols to teach identified skills such as hand washing, mask wearing, and social distancing.
  - Classroom staff will collaborate with School Nurse to identify most appropriate methods of hand washing, mask wearing, and social distancing based upon age limits of students.
  - Students in all classrooms will be reminded/instructed daily on the most appropriate methods of hand washing, mask wearing, and social distancing.
- Identify ways to maintain up to date student and staff contact information.
  - Staff members will update School Administrator and Secretary of any change in contact information.
  - Classroom and therapeutic staff will keep a current list of contact information for all students in designated classroom or caseload.

**Additional NuView items for Consideration:**

- Storage of coats / personal items.
  - Personal items will be placed in a separate bin for each student.
- Water bottles for each classroom, nurse, staff.
  - Water bottles will be ordered by the school for student use.
- Providing snacks for students if they cannot bring in own food.
  - School will verify with food services if snacks can be ordered.
- Nursing to roll medication cart into the hallway and administer medications at the door. Each student to come outside when called upon. Nurse will require a locked safe box for narcotic

medications in order to avoid going back and forth between each narcotic administration as narcotic must be in a double locked unit.

- Lock box was found in the school. If not appropriate for nursing needs, and new one will be ordered.
- Air Conditioning concerns
  - Verified by Buildings/Grounds Supervisor to be compliant
- Will ESCNJ provide masks for students now that they are mandatory
  - Parents should send masks for their student, NuView Academy will have back up masks provided by ESCNJ
- Mandatory masks in school building for students
  - What if a student refuses to wear mask?
    - Student will be offered mask and possible face shield. If still refusing, student will be brought to area away from other students and staff.