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1648 RESTART AND RECOVERY PLAN

On June 26, 2020, the New Jersey Department of Education (NJDOE) published “The Road Back - Restart and Recovery Plan for Education” (Guidance), a guidance document for reopening New Jersey schools during the COVID-19 pandemic. The Guidance provided school officials with the information necessary to ensure that schools reopen safely and are prepared to accommodate staff and students’ unique needs during these unprecedented times. The NJDOE required school districts in the State to develop, in collaboration with community stakeholders, a “Restart and Recovery Plan” (Plan) to reopen schools that best fits the district’s local needs.

The Guidance requires the Commission Board of Directors to adopt certain policies and the Board adopts Policy 1648 to address those policy requirements in the Guidance. Policy 1648 shall only be effective through the current COVID-19 pandemic and will take precedence over any existing Policy on the same or similar subject, unless determined otherwise by the Superintendent.

A. NJDOE Guidance – Key Subject Area 1 – Conditions for Learning

1. Transportation

- a. If the Commission is providing transportation services on a ~~Commission~~ school bus, ~~but is unable to maintain social distancing~~, a face covering must be worn **by all students** upon entering the school bus **unless doing do so would inhibit the student’s health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.** ~~by all students who are able to do so in accordance with A.2.c. below.~~ **Exceptions to the face covering requirements shall be those outlined in A.2.d. below:**
 - (1) Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.
- b. The Commission shall use best practices for cleaning and disinfecting Commission school buses and other transportation vehicles in accordance with A.3. below.
- c. Commission-employed school bus drivers and aides on Commission school buses shall practice all safety actions and protocols as indicated for other school staff.
- d. If the Commission is using contracted transportation services, the contractor shall ensure all Board of Directors safety actions and protocols are followed by the contractor and its employees and/or its agents.

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[See Policy Guide 1648 – Appendix C for the protocols/procedures for “Transportation” which is also included in the school district’s Restart and Recovery Plan.]

2. Screening, Personal Protective Equipment (PPE), and Response to Students and Staff Presenting Symptoms
 - a. The Commission shall screen students and employees upon arrival to a school building or work location for COVID-19 symptoms and a history of exposure.
 - (1) School staff must visually check students and employees for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
 - (2) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
 - (3) Results must be documented when signs/symptoms of COVID-19 are observed.
 - (4) The screening protocol will take into account students and employees with disabilities and accommodations that may be needed in the screening process for those students and employees.
 - (5) Students and employees with symptoms related to COVID-19 must be safely and respectfully isolated from others.
 - (6) If the Commission becomes aware that an individual who has spent time in a UCESC school or facility tests positive for COVID-19, Commission officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
 - b. School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
 - (1) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility may be denied.

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- c. Students are **required** ~~strongly encouraged~~ to wear face coverings ~~and are required to do so as specified in school-based plans or when social distancing cannot be maintained~~, unless doing so would inhibit the student's health. It is ~~also~~ necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- (1) Accommodations for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.
 - (2) Students will be required to bring face coverings to school on a daily basis and training programs will be implemented to increase tolerance for wearing face coverings to the greatest extent possible for each individual.
- d. Exceptions to the Requirement for Face Coverings
- (1) Doing so would inhibit the individual's health.
 - (2) The individual is in extreme heat outdoors.
 - (3) The individual is in water.
 - (4) A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of a face covering.
 - (5) The student is under the age of two and could risk suffocation.
 - (6) **During the period a student is eating or drinking.**
 - (7) **Face coverings should not be placed on anyone who has trouble breathing or is unconscious or anyone who is incapacitated or otherwise unable to remove the face covering without assistance (e.g. face coverings should not be worn by Pre-K students during nap time).**
 - (8) **The student is engaged in high intensity aerobic or anaerobic activities.**
 - (9) **Face coverings may be removed during gym and music classes when individuals are in a well-ventilated location and able to maintain a physical distance of six feet apart.**

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(10) When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.

[See Policy Guide 1648 – Appendix E for the protocols/procedures for “Screening, PPE, and Response to Students and Staff Presenting Symptoms” which is also included in the school district’s Restart and Recovery Plan.]

3. Facilities Cleaning Practices

- a. The Commission must continue to adhere to existing required facilities cleaning practices and procedures and any new specific requirements of the local health department as they arise.
- b. A procedure manual must be developed to establish cleaning and disinfecting schedules for schools and school equipment, targeted areas to be cleaned, and methods and materials to be used.

[See Policy Guide 1648 – Appendix G for the protocols/procedures for – “Facilities Cleaning Practices” which is also included in the school district’s Restart and Recovery Plan.]

4. Wraparound Supports

- a. Mental Health Supports

The Commission’s approach to student mental health supports will be affected by the learning environment in place at the beginning of the school year. If in-person instruction is not feasible, the Commission must find other ways to assess and monitor students’ mental health.

[See Policy Guide 1648 – Appendix K for the protocols/procedures for “Academic, Social, and Behavioral Supports” which is also included in the school district’s Restart and Recovery Plan.]

5. Contact Tracing

- a. Upon notification that a resident has tested positive for COVID-19, the local health department will call the Commission to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least fifteen minutes.

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- b. The Commission shall assist the local health department in conducting contact tracing activities, including ongoing communication with the identified individual and/or their contacts.
- c. The Commission shall ensure adequate information and training is provided to the staff as necessary to enable staff to carry out responsibilities assigned to them.
- d. A staff liaison(s) shall be designated by the Superintendent or designee and shall be responsible for providing notifications and carrying out other components that could help ensure notifications are carried out in a prompt and responsible manner.
- e. The Commission shall allow staff, students, and families to self-report symptoms and/or suspected exposure.

[See Policy Guide 1648 – Appendix F for the protocols/procedures for “Contact Tracing” which is also included in the school district’s Restart and Recovery Plan.]

B. NJDOE Guidance – Key Subject Area 2 – Leadership and Planning

1. Scheduling

- a. The Commission’s Plan must account for resuming in-person instruction and shall provide steps to shift back to virtual learning models if circumstances change and in-person instruction guidelines can no longer be followed.
- b. The Commission’s Plan accommodates opportunities for both synchronous and asynchronous instruction, as feasible, while ensuring requirements for a 180-day school year are met.
- c. The Commission recognizes special populations will require unique considerations to ensure the continuity of learning as well as the health and safety of students and staff within the least restrictive environment.

(1) Special Education

- (a) The Commission shall provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats in accordance with this Policy.

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- (b) The Commission shall continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans developed by sending school districts.

[See Policy Guide 1648 – Appendix N for the protocols/procedures for “Scheduling of Students” which is also included in the school district’s Restart and Recovery Plan.]

2. Staffing

- a. The Commission shall comply with all applicable employment laws when making staffing and scheduling requirements, including, but not limited to, the Americans Disabilities Act (ADA), the Health Insurance Portability and Accountability Act (HIPPA), and all applicable State laws.
- b. As the Commission adjusts schedules, teaching staff members must maintain quality instruction for students pursuant to the minimum requirements set forth in NJDOE regulation.

[See Policy Guide 1648 – Appendix O for the protocols/procedures for “Staffing” which is also included in the school district’s Restart and Recovery Plan.]

C. NJDOE Guidance – Key Subject Area 3 – Policy and Funding

1. School Funding

a. Purchasing

The Commission may likely need to purchase items not needed in the past and may experience increased demand for previously purchased goods and services to implement the Plan. The school district shall continue to comply with the provisions of the “Public School Contracts Law”, N.J.S.A. 18A:18A-1 et seq.

b. Use of Reserve Accounts, Transfers, and Cashflow

The Commission shall apply for the approval from the Commissioner of Education, prior to performing certain budget actions, such as withdrawing from the emergency reserve account or making transfers that cumulatively exceed ten percent of the amount originally budgeted.

c. Costs and Contracting

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The Commission shall follow all New Jersey State laws and regulations applicable to local school districts for purchasing when procuring devices and connectivity or any technology related item.

- D. NJDOE Guidance – Key Subject Area 4 – Continuity of Learning
1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
 - a. The Commission shall continue to meet their obligations to students with disabilities to the greatest extent possible in consultation with sending school districts.
 2. Professional Learning
 - a. The Commission shall prepare and support teaching staff members in meeting the social, emotional, health, and academic needs of all students throughout the implementation of the Plan.
 - (1) Professional Learning
 - (a) The Commission shall grow each teaching staff member’s professional capacity to deliver developmentally appropriate standards-based instruction remotely.
 - (2) Mentoring and Induction
 - (a) The Commission shall ensure:
 - (i) All novice provisional teachers new to the district be provided induction;
 - (ii) One-to-one mentoring is provided to novice provisional teachers by qualified mentors;
 - (iii) Mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment;
 - (iv) Mentoring is provided in both hybrid and fully remote learning environments and that mentors and provisional teachers will agree upon scheduling, structure, and communication strategies they will use to maintain the mentoring experience; and

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- (v) The use of online collaborative tools for school staff to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.
 - (3) Evaluation
 - (a) The Commission has considered the requirements and best practices with provisional status teachers, nontenured educators, and those on Corrective Action Plans (including extra observations, extra observers, assuring more frequent feedback and face-to-face).
- 3. Community Based Instruction (CBI)
 - a. The Commission shall implement innovative learning models for new learning environments regarding CBI.
 - b. The Commission will ensure students are provided the opportunity to participate in safe work-based learning and community based instruction, either remotely (simulations, virtual tours, etc.) or in-person.

New Jersey Department of Education “The Road Back – Restart and Recovery Plan for Education”

Memorandum – New Jersey Governor and Department of Education – Conditions for Learning – Health and Safety – August 3, 2020

Adopted: August 5, 2020

Revised:

Appendices

The Commission must attach Appendices C, E, F, G, K, N, and O from the district’s Restart and Recovery Plan here as required by this Policy 1648.



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**Appendix C:
Critical Area of Operation # 3 – Transportation**

General Guidelines:

UCESC will maintain social distancing requirements (at least six feet of distance between riders) on district owned vehicles by following CDC recommendations to the greatest extent possible.

Students who are unable to maintain six feet of social distancing must wear a face covering upon entering the bus and during the entire ride to/from school unless doing so would inhibit the student's health or is otherwise impractical due to the student's age or disability.

Bus Drivers/Aides must wear face coverings at all times. Drivers may wear a face shield over their face covering when students are getting on/off the bus. The face shield will be stored in a secure place when the bus is in motion. Gloves will also be available for bus drives and bus aides.

Health Screening of Bus Drivers/Aides:

Bus Drivers/Aides with a suspected or confirmed COVID-19 diagnosis, close contact with an individual with a suspected or confirmed COVID-19 diagnosis, or who recently traveled to a location subject to self-quarantine should not report to work and contact the Transportation Coordinator for additional guidance.

Bus Drivers/Aides will submit a "COVID-19 Attestation Form" immediately upon arrival each day confirming the absence of COVID-19 symptoms; close contact with an individual with a suspected or confirmed COVID-19 diagnoses; or recent travel to a location subject to self-quarantine.

Bus Drivers/Aides who answer "yes" to any screening question must immediately return home and contact the Transportation Coordinator. A School Nurse will contact the Bus Driver/Aide to determine if her or she can return to work, stay home and/or seek further medical evaluation.

Bus Drivers/Aides who become ill during the day shall notify the Transportation Coordinator and contact the Nurse Coordinator to discuss their symptoms. The Nurse Coordinator will determine if he or she can resume work, proceed home and/or seek further medical evaluation.

Bus Drivers/Aides exhibiting symptom(s) consistent with COVID-19 not otherwise explained will be required to undergo evaluation by a private healthcare provider and the determination will be made regarding the need for COVID-19 testing. Readmittance to work will not be permitted without medical clearance indicating the staff member is contagion free.

The School Nurse will follow NJ Department of Health/Communicable Disease Service guidelines for exclusion/readmittance and consult with the local health department for additional advisement.

Student Drop Off/Pick Up:

Schools will designate a vehicle drop off/pick up area to control the movement of staff members and students and promote social distancing requirements.

Drop off/pick up areas will be clearly marked using cones. Visual prompts will also be utilized to encourage social distancing on the sidewalks and near the entrance to the building.

Staggered arrival/dismissal times will be used to minimize congestion in the parking areas and promote safe social distancing requirements.

Bus Drivers/Aides should not disembark students without the approval of designated school staff.

Community Based Instruction (CBI):

UCESC schools will temporarily suspend all educational field trips and community-based instruction in the interest of the health and safety of students and staff. This includes, but is not limited to:

- Field Trips
- Clark Gym
- Swimming
- Job Academy
- CBI Trips

Once the Superintendent gives approval to resume Community Based Instruction, no student will be allowed to go out on a trip without written approval from the student's parent and the sending district Director of Special Services.

Cleaning/Sanitization of School Vehicles:

School busses and other vehicles used to transport students must be cleaned and sanitized after each route using EPA-approved products provided by the Commission. Bus Drivers are responsible for the safe and secure storage of cleaning/disinfecting supplies inside each assigned vehicle.

Cleaning and sanitization should focus on high-contact surfaces, including buttons, handholds, steering wheels, door handles, shift knobs, dashboard controls and stanchions. All seats, seatbacks, safety belts and rails should be wiped down and sprayed with sanitizer.

Hand sanitizer will be available on school vehicles during working hours. Containers will be stored in a safe, secure area while vehicles are in motion. Hand sanitizer will be stored at the end of each day in a bin in the transportation staff lounge. Bus drivers will be required to confirm on their daily log that the hand sanitizer has been properly stored at the end of each day.

Contracted Transportation:

Transportation vendors assigned to provide contracted routes for both public and nonpublic schools will be required to sign and notarize an affidavit to affirm their compliance with all policies of the New Jersey Department of Education and CDC-recommended safety procedures related to the cleaning/sanitization of vehicles, staff health screenings and the social distancing of students.



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**Appendix E:
Critical Area of Operation # 1 –
Screening, PPE and Response to Students and Staff Presenting Symptoms**

Health Screening Procedures

General Guidelines:

Students, staff and visitors must submit to a daily health screening for symptoms and history of exposure to COVID-19 immediately upon arrival to UCESC schools or facilities.

Health screening stations will be positioned immediately inside main entrances of schools to minimize unnecessary risk of exposure.

Health screenings will be conducted by a designated staff member trained by the School Nurse on required protocols. School Nurses will monitor screenings periodically for accuracy and compliance. Principals will identify a back-up staff member to conduct screenings in the absence of the designee.

Health screenings will be conducted safely and respectfully and in accordance with all applicable privacy laws and regulations. Screening procedures will also take into account accommodations that may be required for individuals with disabilities.

Staff members designated to conduct daily health screenings will be provided enhanced personal protective equipment (PPE) as deemed appropriate by the School Nurse.

Student, staff and visitor health screenings will be documented on daily log forms that indicate the completion of the screening and if signs/symptoms of COVID-19 were observed.

Daily logs will be submitted to the Principal each afternoon and maintained in a local file that can easily be accessed in the event of monitoring or contact tracing activities.

UCESC Administrators maintain the right and responsibility to prohibit entry or expel from property any individual who refuses to comply with screening and health protocols.

Screening Procedures for Students:

Parents will be required to sign a “COVID-19 Attestation Form” at the beginning of the school year indicating their agreement to closely monitor and keep their child home from school if he or she demonstrates symptoms of COVID-19; comes in close contact with an individual with suspected or confirmed COVID-19 diagnosis; or if they have traveled to a location subject to self-quarantine.

Students will undergo daily health screening upon arrival to school that includes a visual check for COVID-19 symptoms and a temperature check using a contactless infrared digital thermometer.

Students who demonstrate symptoms of COVID-19 and/or a temperature of 100.4 degrees or greater will be safely and respectfully escorted to a designated isolation space to await further evaluation by the School Nurse. The student will also be asked to don a filtered face mask unless doing so would inhibit the student’s health or is otherwise impractical due to the student’s age or disability.

Screening Procedures for Staff:

Staff will be required to submit a “COVID-19 Attestation Form” immediately upon arrival each day confirming the absence of COVID-19 symptoms; close contact with an individual with a suspected or confirmed COVID-19 diagnoses; or recent travel to a location subject to self-quarantine.

Staff who arrive at work and indicate that they are demonstrating COVID-19 symptoms will be given the option to return home or proceed to the designated isolation space in the school to await further evaluation by the School Nurse. The staff member will be asked to don a filtered face mask unless doing so would inhibit his or her health. The School Nurse will determine whether the staff member can remain in school or return home and seek medical evaluation prior to returning to work

Staff with a suspected or confirmed COVID-19 diagnosis, close contact with an individual with a suspected or confirmed COVID-19 diagnosis, or who recently traveled to a location subject to self-quarantine should not report to work and contact their supervisor for additional guidance.

Screening Procedures for Visitors:

Visitors should be kept at a minimum and permitted in UCESC schools with prior approval of building administration only when visitations are for essential school or district business in consideration of the health and safety of students and staff.

Visitors include parents and family members, sending district personnel, parcel and post carriers, contracted maintenance and repair staff, and other individuals not enrolled/employed by the district

Visitors will be required to submit a “COVID-19 Attestation Form” prior to entry into the building confirming the absence of COVID-19 symptoms; close contact with individuals with a suspected or confirmed COVID-19 diagnoses; or recent travel to a location subject to self-quarantine.

Visitors will also be required to provide contact information (home address, phone, email address) to assist with contact tracing, as needed, prior to entry into the building.

Administrators maintain the right to prohibit entry or expel any visitor from school property if such visitor responds affirmatively on the “COVID-19 Attestation Form” or refuses to comply with screening and health protocols.

Response to Students and Staff Presenting COVID-19 Symptoms

Response to Student Illnesses:

Students who become ill during the day should be accompanied to the Health Office for evaluation by the School Nurse.

Students with a temperature of 100.4 degrees or greater or who demonstrate the following symptoms of COVID-19 not otherwise explained will be asked to don a filtered face mask unless doing so would inhibit the student's health or is otherwise impractical due to the student's age or disability and safely and respectfully escorted to the designated isolation area until they can be sent home:

- Fever or chills
- Cough
- Shortness of breath/Difficulty breathing
- Fatigue, muscle or body aches
- Headache
- Loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea, vomiting, or diarrhea

Students will remain in isolation under continued adult supervision and care until picked up by a parent, family member or other authorized adult. When picking up a student, the parent will remain outside the building while the child is safely and respectfully escorted to them.

Students exhibiting symptom(s) consistent with COVID-19 not otherwise explained will be required to undergo evaluation by a private healthcare provider and the determination will be made regarding the need for COVID-19 testing. Readmittance to school will not be permitted without medical clearance indicating the student is contagion free.

The School Nurse will follow NJ Department of Health/Communicable Disease Service guidelines for exclusion/readmittance and consult with the local health department for additional advisement.

The Superintendent will be notified immediately of students excluded from school.

Response to Staff Illnesses:

Staff who become ill during the day shall report to the School Nurse for evaluation to determine if he or she is able to return to the classroom or advised to proceed home.

Staff with a temperature of 100.4 degrees or greater or who demonstrate the above symptoms of COVID-19 not otherwise explained will be asked to don a filtered face mask unless doing so would inhibit his or her health and sent home after consultation with the Principal.

Staff exhibiting symptom(s) consistent with COVID-19 not otherwise explained will be required to undergo evaluation by a private healthcare provider and the determination will be made regarding the need for COVID-19 testing. Readmittance to school will not be permitted without medical clearance indicating the staff member is contagion free.

The School Nurse will follow NJ Department of Health/Communicable Disease Service guidelines for exclusion/readmittance and consult with the local health department for additional advisement.

The Superintendent will be notified immediately of staff excluded from returning to work.

Response to Students or Staff with a Confirmed COVID-19 Diagnosis

In the event that a school is notified that a student or staff member has received a confirmed diagnosis of COVID-19, the Principal and School Nurse will immediately contact the Superintendent.

The Superintendent or an appointed designee will contact the local health department prepared with the following information needed to determine appropriate next steps:

- The identity of the person with COVID-19
- The date the person with COVID-19 was last in the building
- The date the person developed symptoms and/or tested positive
- Types of interactions the person may have had with other persons in the building or in other locations o How long their interactions were with other persons in the building
- If other persons in the childcare program have developed any symptoms

The Superintendent, with advisement from Health Officials and the Board Physician, will determine on a case-by-case basis the need for self-quarantining of students/staff in close contact with the individual and/or the temporary closure to allow for deep cleaning and disinfection of the building.

If the local health department recommends continued operation, the Principal and School Nurse shall ensure the occurrence of daily and vigilant screening for illness, and strict adherence to all social distancing, personal and environmental hygiene measures.

The Principal and/or School Nurse are responsible for providing expedient notification of the diagnosis to all staff, parents/guardian and students. The Principal and/or School Nurse will also be responsible for following through on contact tracing activities as recommended by the local health department with the understanding that confidentiality of the diagnosed individual must be maintained at all times.

Students or staff will be instructed to self-quarantine and self/parent-monitor for COVID-19 symptoms for 14 days when determined tjay any of the following conditions were met:

Prolonged contact (greater than 15 minutes) within 6 feet of the diagnosed individual

Direct physical contact with the diagnosed individual (i.e. touching, hugging, kissing)

Sharing eating utensils with the diagnosed individual

Sprayed with respiratory droplets (i.e. sneezing or coughing) from the diagnosed individual

Students or staff who receive a confirmed diagnosis of COVID-19 will not be permitted to return to school or work without written medical clearance from a private health care provider indicating that the individual is contagion free and the following criteria have been fully satisfied:

- At least 10 days have passed since symptoms first appeared AND
- No fever for at least 24 hours (one full day without the use of medicine that reduces fever)
- Symptoms have improved (e.g. cough, shortness of breath)

All screening, isolation, exclusion and readmittance procedures outlined in the document are subject to change based on updated guidance from the New Jersey Department of Health.

UCESC Protocol for Face Coverings

Union County Educational Services Commission acknowledges that the use of face coverings are critical preventative measures that can help slow and prevent the spread of COVID-19. The following protocols were developed with input from many district constituents and are aligned to the “CDC Guidance for K-12 Administrators on the Use of Cloth Face Coverings in Schools” released on July 23, 2020.

General Guidelines:

Face coverings may be homemade, purchased cloth, or disposable face coverings. A multi-ply tightly woven cotton cloth or multi-ply disposable face covering is recommended.

Bandanas or printed face coverings with images/text deemed inappropriate to the school environment by building administrators will not be permitted.

The CDC does not recommend use of clear face shields for normal everyday activities or as a substitute for face coverings and should be worn only as a supplement to cloth face coverings.

UCESC will provide training for students and staff on the effective use of cloth face coverings on an ongoing basis upon return to school with emphasis on the following recommendations:

- Face coverings should cover the nose and mouth and wrap securely under the chin.
- Students and staff should wash or sanitize hands prior to putting on a face covering.
- Student and staff should avoid touching their face while face coverings are worn.
- Cloth face coverings should not be shared by multiple students or staff.
- Cloth face coverings should be washed consistently, preferably after each day of use.

Staff:

Per the New Jersey Department of Education, public school staff are required to wear face coverings at all times while in school regardless of the ability to meet social distancing requirements unless doing so would inhibit staff member’s health.

Central Office personnel are also required to wear face coverings at all times with the exception of time spent behind closed doors in individually assigned offices.

Cloth face coverings with a clear “window” over the mouth are an acceptable alternative, particularly for teaching staff members assigned to work with students with disabilities.

Recognizing individual preferences, UCESC will reimburse staff to a maximum of \$15.00 per month to defray the expense of purchasing cloth face coverings.

Additional personal protective equipment, including face shields and filtration masks, will be provided to staff assigned to students with disabilities who are unable to wear cloth face coverings or maintain required social distance

Administrators are encouraged to incorporate opportunities for students and staff to take short “fresh air” breaks periodically throughout the day to the greatest extent feasible.

Disposable single use masks will be available for staff who forget to bring a cloth face covering or whose face covering becomes wet or soiled while at school.

Students:

Union County Educational Services Commissions recognizes that wearing cloth face coverings may present a challenge for some students, including young children and individuals with disabilities, and will differentiate plan requirements as follows:

Phase I*

Students in the following schools will be required to wear face coverings at all times unless doing so would inhibit a student's health:

- Hillcrest Academy – North Campus
- Hillcrest Academy – South Campus
- Lamberts Mill Academy
- Work Readiness Academy

Students in the following schools will be encouraged to wear face coverings at all times, to the greatest extent possible and practical, unless doing so would inhibit a student's health:

- Crossroads School
- Westlake School

Phase II*

Students enrolled in the following schools will be encouraged to wear face coverings at all times and required to do so when social distancing cannot be maintained unless doing so would inhibit a student's health:

- Hillcrest Academy – North Campus
- Hillcrest Academy – South Campus
- Lamberts Mill Academy
- Work Readiness Academy

Students in the following schools will be encouraged to wear face coverings at all times, to the greatest extent possible and practical, unless doing so would inhibit a student's health:

- Crossroads School
- Westlake School

Parents and/or Guardians are responsible for supplying face coverings for students and will be asked to send a minimum of one extra face covering to remain in school.

Administrators and Teaching Staff will identify positive strategies to promote and reinforce students for consistent use of face coverings in school.

Disposable single use masks will be available for students who forget to bring a face covering or whose face covering becomes wet or soiled while at school.

Progression from Phase I to Phase II is at the sole discretion of the Superintendent with consideration given to community transmission levels and input from all district constituents.

Exceptions:

Face coverings should not be worn by individuals with underlying medical conditions that contribute to difficulty breathing or physical limitations that may introduce safety concerns.

Parents seeking exemptions in wearing face coverings should provide the School Nurse with relevant medical documentation and appropriate adaptations and alternatives will be considered.

Staff seeking exemptions in wearing face coverings should provide the Personnel Office with relevant medical documentation for consideration of reasonable accommodations in the workplace.



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**Appendix F:
Critical Area of Operation # 6 – Contact Tracing**

Union County Educational Services Commission recognizes that public school districts contribute to the health and safety of the community by assisting local and County Health Officials in their implementation of contact tracing procedures during the COVID-19 pandemic.

Contact tracing is an important strategy for preventing the transmission of infectious diseases such as COVID-19. It involves a process of identifying, notifying and providing support to individuals who may have come in contact with a person who was diagnosed with an infectious disease.

After a positive diagnosis of COVID-19 is confirmed by an approved laboratory, the patient's data is entered into the New Jersey Communicable Disease Reporting and Surveillance System (CDRSS). The information is transmitted to the applicable local health department and the patient is contacted by Health Officials to determine if any individuals are at risk for infection due to recent exposure. Close contacts are then informed of their potential exposure to an unnamed patient with COVID-19 and advised accordingly of appropriate mitigation strategies and treatment recommendations.

The Superintendent and Assistant Superintendent attended two meetings with County Health Officials in July, 2020 and it was suggested that "one size fits all" protocols for school exclusion, readmittance and contact tracing were impractical due to numerous variables to be considered in such decisions.

UCESC will contribute to implementation of prompt and responsible contact tracing protocols by maintaining timely, accurate and easily accessible records related to:

- Daily Schedules for Students and Staff
- Daily Attendance for Students and Staff
- Contact Information for Students and Staff
- Visitor Logs and Visitor Contact Information

In the event that UCESC is contacted by a local health department to initiate contact tracing activities, the Principal and/or School Nurse will be responsible for ensuring that any staff, parents and students identified by the Health Official are notified in an expedient manner.

Confidentiality must be maintained when notifying staff, students and parents of potential exposure and the source of the potential exposure must not be identified.

Schools will notify the UCESC Superintendent immediately of all incoming or outgoing notifications to/from local or County health departments regarding confirmed or suspected COVID-19 diagnoses.

In the event that UCESC is informed of a positive COVID-19 diagnosis by a parent of staff member, the Superintendent, Principal and/or School Nurse will follow current NJ Department of Health/Communicable Disease Services guidelines for reporting illnesses to the local health department and follow through with any subsequent recommendations.

UCESC School Nurses and the School Safety Specialist will be strongly encouraged to complete the Johns Hopkins University's COVID-19 Contact Tracing free online course in September.



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**Appendix G:
Critical Area of Operation # 7 – Facilities Cleaning Practices**

General Guidelines:

Custodial staff will adhere to existing facilities cleaning practices and procedures and implement enhanced cleaning and sanitizing protocols aligned to NJ Department of Health and CDC guidelines.

UCESC will hire 3-5 additional part-time custodians to work 5 hours per day to accommodate the need for enhanced cleaning and disinfection protocols.

Supplies and Materials:

UCESC will use the EPA-registered cleaning and sanitization products indicated below to implement the cleaning protocols outlined in this appendix. Comparable substitutions will be made available in the event of product discontinuation:

- Ecolab Antibacterial Foam Hand Soap (DigiClean AB)
- Ecolab Gel Hand Sanitizer
- Ecolab Oasis Pro 16 Orange Force Multi-Surface Cleaner Degreaser
- Ecolab Oasis™ 100 Neutral Floor Cleaner
- Ecolab Oasis 146 Multi-Quat Sanitizer
- Ecolab Peroxide Multi Surface Cleaner and Disinfectant
- Ecolab Oasis® 499 HBV Disinfectant

Cleaning and sanitization products will be ordered and maintained on a consistent basis and as needed to ensure consistent and uninterrupted practices.

Cleaning and sanitization products will be securely stored away from students and recommended safety precautions will be followed during use to prevent unnecessary environmental exposure.

Hand Sanitizer and Soap:

Contact-free hand sanitizing stations will be installed in all school entrances/exits, classrooms, therapy rooms, cafeterias, gymnasiums and restrooms and filled with Ecolab Advanced Gel Sanitizer (62% ethyl alcohol) or an equivalent product if unavailable.

Hand soap dispensers in bathrooms, classrooms with sinks, and food preparation areas will be filled with Ecolab DigiClean Antibacterial Foaming Hand Soap or an equivalent product if unavailable.

Custodial staff will check and refill hand sanitizer and hand soap dispensers on a daily basis.

Cleaning Schedules and Practices:

Custodians will contribute to the health and wellness of students and staff by strictly adhering to an enhanced and rigorous schedule of daily cleaning, sanitizing and disinfecting school buildings.

Immediately upon arrival to buildings, full-time day custodians will complete the following activities prior to performing regularly scheduled responsibilities throughout the workday:

- Check HVAC systems to ensure it is operating adequately
- Check and fill hand sanitizing dispensers as needed
- Check and fill classroom cleaning supplies
- Check with Principal to see if any additional cleaning and disinfecting is necessary

Part-time custodians assigned to 9:00 a.m. - 2:00 p.m. shifts will clean and disinfect designated high-contact common areas and bathrooms on a 30-minute repeating schedule.

High frequency contact areas targeted for additional disinfecting inside and outside of each school include, but are not limited to:

- Light switches
- Sinks
- Shared desks, tables and chairs
- Drinking fountains
- School bus seats and windows
- Playground equipment
- Access button to enter building
- Door handles

Bathrooms will be cleaned between use as much as possible following protocols outlined by the Department of Health and Environmental Protection Agency. Most student bathrooms are single occupancy only. Student and staff bathrooms that allow for multiple occupancy will be marked to promote social distancing. Signage to promote handwashing will be posted in each bathroom.

During Phase 1, custodians will place garbage cans in the hallway outside of each classroom to collect the garbage from students' breakfast and lunch. After meals are finished and classroom staff have placed trash into garbage cans in the hallway, the custodian will remove cans from hallways, dispose of the garbage, and store cans in an area designated by the Building and Grounds Supervisor.

Evening custodians will provide any additional cleaning and sanitizing assigned by the Buildings and Grounds Supervisor.

All custodians will only use EPA-registered cleaning and disinfecting products according to the recommendations for concentrations, application method and surface contact time.

Routine cleaning and disinfecting furniture will be completed recognizing the varying materials in furniture in each building

Use of playground equipment will be temporarily suspended during the Phase 1 of the reentry plan. When the Superintendent reopens playgrounds for student use, Principals will coordinate scheduling with assigned custodians to ensure that playground equipment is cleaned/sanitized between each use.

Staff Responsibilities:

Teaching Staff

Teaching staff will be issued EPA-registered disposable wipes and sanitizer spray to clean frequently-contacted surfaces and shared items, including but not limited to computer keyboards, desks, tables and instructional materials in between scheduled custodial cleanings. Use of shared instructional materials should be limited to the greatest extent possible and all shared instructional materials must be cleaned/sanitized between each use.

Office Staff

Administrative Office staff will be issued EPA-registered disposable wipes and sanitizer spray to clean frequently-contacted surfaces and shared items, including but not limited to telephones, computer keyboards, printers, copy machines, desks, tables and other common work surfaces between scheduled custodial cleanings.

Bus Drivers

Bus Drivers will be issued EPA-registered cleaning and sanitizing products and will be expected to clean and sanitize vehicles after each route.

Cleaning and sanitization should focus on high-contact surfaces, including buttons, handholds, steering wheels, door handles, shift knobs, dashboard controls and stanchions. All seats, seatbacks, safety belts and rails should be wiped down and sprayed with sanitizer.

Bus Drivers are responsible for the safe and secure storage of cleaning/disinfecting supplies inside each assigned vehicle.

Cleaning and Disinfecting Schools After COVID-19 Diagnosis:

In the event that a student or staff member receives a confirmed COVID-19 diagnosis, the Superintendent will inform the Buildings and Grounds Supervisor of all recommendations provided by the local department of health.

Custodians will strictly adhere to CDC guidance for cleaning and disinfecting schools, including but not limited to the following:

- Close off areas used by the diagnosed individual and cease use before cleaning/disinfection
- Wait 24 hours prior or as long as feasible prior to cleaning/disinfecting in identified areas
- Open outside doors and windows to increase fresh air circulation in identified areas
- Thoroughly clean and disinfect all surfaces and objects used by the diagnosed individual, including bathrooms, common areas, desks, computers and all frequently touched surfaces.

The Superintendent will determine, with input from local and County Health Officials, if short-term closure of a school building is required to properly implement cleaning protocols.

Staff Training:

The Buildings and Grounds Supervisor will provide additional training to full and part-time custodial staff focused on the enhanced protocols and schedules for cleaning and disinfecting classrooms, restrooms, common areas and school vehicles.

Training will include, but not be limited to, the safe and effective use of cleaning and sanitizing agents, cleaning schedules for various surfaces, recordkeeping requirements, and appropriate safety precautions (i.e. protective equipment use, ventilation, waste disposal).

Administrators, Teaching Staff and Support Staff will receive training on the safe and effective use of cleaning products deployed to classrooms and offices including EPA-registered cleaning and sanitizing products and disposable wipes.

Physical Barriers:

Physical barriers such as flexible plastic shields will be considered to provide additional protection at specified locations where social distancing cannot be maintained, including but not limited to reception and kitchen areas. Custodians will clean and disinfect physical barriers using EPA-approved products as part of regular cleaning schedules.

Heating and Ventilation:

UCESC arranged for the Board-approved HVAC contractor to conduct a visual inspection of the systems in each school to confirm that outdoor air flow/air filtration rates meet industry standards.

The Buildings and Grounds Supervisor will carefully monitor the HVAC systems in each school to ensure that air ventilation/filtration systems and outdoor air flow dampers are working properly.

The Board-approved HVAC contractor will inspect and/or replace air filters and conduct all other required preventative maintenance activities according to manufacturer's recommendations.



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**Appendix K:
Academic, Social and Behavioral Supports**

Union County Educational Services Commission is committed to providing the following supports to help address the immeasurable impact of the COVID-19 pandemic on students and their families:

Academic Support

Individual learning needs will be taken into account when forming cohorts in hybrid learning models and full-time school placements will be considerable for vulnerable and at-risk students.

IXL Learning, a subscription-based online instructional program, will be implemented in all schools, as appropriate for students, to provide remediation in Mathematics and English Language Arts.

School-based plans will include mechanisms to identify students experiencing learning challenges and develop individualized interventions to help each attain academic goals.

Distance learning schedules will include time for teaching staff to provide feedback and support to students via videoconferencing, telephone calls and/or email correspondence.

Hillcrest Academy students will have opportunities to recover incomplete or failed courses using a Google Classroom-based credit retrieval program with support from content-certified teachers.

Professional Learning Communities will meet weekly in all schools to create academic assessments, analyze student data, and develop online and traditional instructional plans to support learning.

Equitable Access to Instruction

Technology surveys distributed to parents when public schools were ordered closed in March, 2020 revealed that a large percentage of enrolled students did not have consistent and reliable access to broadband internet or internet-enabled devices needed to participate in distance learning platforms such as Google Classroom and videoconference platforms such as Google Meet or Zoom.

In order to ensure equitable access, UCESC worked closely with sending schools districts to secure free internet access for students when locally available. Approximately 175 Dell Chromebooks and Apple iPads were deployed via UPS and courier deliver to student homes. This time consuming and costly process resulted in unnecessary delays in instructional access and loss of district technology.

Recognizing the need to implement hybrid learning models in September, along with the potential need to quickly shift to fulltime distance learning, the Commission recently purchased an additional 125 Chromebooks to ensure a 1:1 student to device ratio in all high schools.

UCESC will carefully evaluate the highly specialized technology needs of students with disabilities enrolled in Crossroads School and Westlake School in September. Additional purchase will be approved based on individual learning needs.

Social/Emotional/Behavioral Support

Weekly group counseling sessions will be available to all students during the first month of school to support trauma-sensitive and responsive returns to classrooms. Topics to consider include:

- Past, current and future impacts of COVID-19
- Grief, loss and trauma
- Bias, prejudice and stigma
- Preparedness, hope and resilience

Clinical staff will provide ongoing counseling, support and referrals to outside agencies as needed for students who will benefit from medical/dental, mental health, or other social services referrals.

Behavior Analysts will develop Behavior Intervention Plans for students with disabilities in collaboration with teaching staff and CST Case Managers from sending school districts.

Schools will incorporate a daily SEL period into all student schedules focused on developing student competencies in self-awareness, self-management, social awareness, relationship skills and responsible decision making.

District and School Professional Development Plans for the 2020-21 school year will incorporate goals related to increasing staff knowledge and proficiencies related to SEL instruction.



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Appendix N:
Scheduling of Students (Hybrid Learning Model)

School Hours (Hybrid Learning Model):

UCESC schools will implement the following early dismissal schedules for students in September to allow students and staff to adjust to health and safety protocols; reduce exposure risks in buildings; and provide contractual time needed for teaching staff to fulfill distance learning responsibilities:

Crossroads School:	8:30 a.m. – 12:30 p.m.
Hillcrest Academy:	9:00 a.m. – 1:00 p.m.
Project SEARCH:	9:00 a.m. – 1:30 p.m.
Lamberts Mill Academy:	9:00 a.m. – 1:00 p.m.
Westlake School:	9:00 a.m. – 1:00 p.m.
Work Readiness Academy:	9:00 a.m. – 1:00 p.m.

School hours will be revisited after the first month of school. Revisions will be made at the Superintendent's discretion with input from public health officials and other district constituents to ensure that all students receive the NJDOE-required minimum of four hours of daily instruction.

Instructional Plans (Hybrid Learning Model):

UCESC schools will implement the following hybrid learning models upon return in September where the majority of students receive both traditional in-person and distance learning instruction to ensure building capacities meet social distancing requirements of 113 net square feet per occupant:

Crossroads School:

Crossroads School will follow an alternate week schedule (ABAB) that enables 50% of the student body (Cohort A) to participate in traditional inperson instruction five days per week and 50% of the student body (Cohort B) to participate in distance learning 5 days per week. Cohorts will rotate through traditional and distance learning models on a weekly basis.

Students may be assigned to either full-time traditional inperson or distance learning models based on careful consideration of individual learning/medical needs and/or parent request.

The Cohort scheduled for traditional inperson instruction will participate in 4-hours of academic instruction and related services aligned to individual IEP goals and objectives on Monday – Friday from 8:30 a.m. – 12:30 p.m. (8 x 30-minute periods). Breakfast and lunch will be incorporated as learning opportunities within student schedules.

The Cohort scheduled for distance learning will participate in a 2-hour block of instruction from 9:00 – 11:00 a.m. where students complete academic packets assigned by teachers with virtual assistance provided by paraprofessionals and a 2-hour block of instruction from 12:30 – 2:30 p.m. where teachers deliver live individual/small group learning opportunities. Related Services will be provided via live teletherapy or on-demand activity plans.

Teaching staff schedules include contractual times for lunch and preparation periods between the hours of 8:20 a.m. – 2:40 p.m. as individually assigned.

Lamberts Mill Academy

Lamberts Mill Academy will follow a traditional consecutive week schedule that enables 100% of the student body (Cohort A) to participate in traditional inperson instruction five days per week based on current enrollment projections.

Students may be assigned to hybrid or full-time distance learning models based on careful consideration of individual learning/medical needs and/or parent request.

The Cohort scheduled for traditional inperson instruction will participate in 4-hours of academic instruction and related services aligned to individual IEP goals and objectives on Monday – Friday from 9:00 a.m. – 1:00 p.m. (8 x 30-minute periods). Breakfast and lunch will be incorporated as learning opportunities within student schedules.

The Cohort scheduled for distance learning will participate in a 3-hour block of instruction from 9:00 a.m. – 12:00 p.m. where students complete assignments in Google Classroom with virtual assistance provided by paraprofessionals and a 1.5-hour block of instruction from 1:00 - 2:30 p.m. where teachers deliver live individual/small group learning opportunities. Related Services will be provided via regularly teletherapy sessions.

Teaching staff schedules include contractual times for lunch and preparation periods between the hours of 8:20 a.m. – 2:40 p.m. as individually assigned.

Hillcrest Academy – North & South Campuses

Hillcrest Academy will follow an alternate week schedule (ABAB) that enables 50% of the student body (Cohort A) to participate in traditional inperson instruction five days per week and 50% of the student body (Cohort B) to participate in distance learning 5 days per week. Cohorts will rotate through traditional and virtual learning models on a weekly basis.

Students may be assigned to either full-time traditional inperson or distance learning models based on careful consideration of individual learning/medical needs and/or parent request.

The Cohort scheduled for traditional inperson instruction will participate in four hours of academic instruction on Monday – Friday from 9:00 a.m. – 1:00 p.m. Students will be enrolled in 7 academic courses based on individual credit requirements. Contact time will be 140 minutes per week for each course as assigned on student schedules. Breakfast and lunch will be incorporated as learning opportunities (Success Seminar) within student schedules.

The Cohort scheduled for remote instruction will participate in a 3.5-hour block of instruction from 9:00 a.m. – 1:00 p.m. where students complete assignments posted in Google Classroom (including a 30-minute lunch) and a 1-hour block of live instruction from 1:30 – 2:30 p.m. Students will be enrolled in 7 academic courses based on individual credit requirements. Contact time will be approximately 140 minutes per week for each assigned course.

Teachers will be assigned one credit retrieval course scheduled to meet twice each week. Credit retrieval assignments will be limited to a maximum of 12 students per teacher. When the credit retrieval period falls within the traditional inperson day (9:00 – 1:00 p.m.), teachers will supervise students completing independent work and grade student assignments. When the credit retrieval period falls within the remote learning day (1:30 – 2:30 p.m.), teachers will use this time to grade student assignments.

Teaching staff schedules will include contractual times for lunch and preparation periods between the hours of 8:20 a.m. – 2:40 p.m. as individually assigned.

Westlake School

Westlake School will follow an alternate week schedule (ABAB) that enables 50% of the student body (Cohort A) to participate in traditional inperson instruction five days per week and 50% of the student body (Cohort B) to participate in distance learning 5 days per week. Cohorts will rotate through traditional and virtual learning models on a weekly basis.

Students may be assigned to either full-time traditional inperson or virtual learning models based on careful consideration of individual learning/medical needs and/or parent request.

The Cohort scheduled for traditional inperson instruction will participate in 4-hours of academic instruction and related services aligned to individual IEP goals and objectives on Monday – Friday from 8:30 a.m. – 12:30 p.m. (8 x 30-minute periods). Breakfast and lunch will be incorporated as learning opportunities within student schedules.

The Cohort scheduled for remote instruction will participate in a 2-hour block of instruction from 9:00 – 11:00 a.m. where students complete academic packets assigned by teachers with virtual assistance provided by paraprofessionals and a 2-hour block of instruction from 12:30 – 2:30 p.m. where teachers deliver live individual/small group learning opportunities. Related Services will be provided via live teletherapy or on-demand activity plans.

Teaching staff schedules include contractual times for lunch and preparation periods between the hours of 8:20 a.m. – 2:40 p.m. as individually assigned.

Work Readiness Academy

The Work Readiness Academy will follow an alternate week schedule (ABCABC) that enables 33% of the student body (Cohort A) to participate in traditional inperson instruction 4-days per week and 66% of the student body (Cohorts B and C) to participate in distance learning 4 days per week. Cohorts will rotate through traditional and distance learning models on a rotating three-week cycle. All Cohorts will participate in distance learning on Fridays.

Students may be assigned to either full-time traditional inperson or distance learning models based on careful consideration of individual learning/medical needs and/or parent request.

The Cohort scheduled for traditional inperson instruction will participate in four hours of direct instruction and related services on Monday – Thursday from 9:00 a.m. – 1:00 p.m. Breakfast and lunch will be incorporated into schedules as structured learning opportunities. Students will complete career-exploration and employability activities from 9:00 – 2:00 p.m. on Fridays in collaboration with students enrolled in the Project SEARCH program.

The Cohort scheduled for distance learning instruction will participate in a minimum of four-hours of instruction on Monday – Thursday from 9:00 a.m. – 2:40 p.m. Time will be used to complete assignments posted in Google Classroom with virtual assistance of paraprofessionals and participate in two 60-minute blocks of live instruction per day. Students will complete career-exploration and employability activities from 9:00 – 2:00 p.m. on Fridays in collaboration with students enrolled in the Project SEARCH program.

Teaching staff schedules include contractual times for lunch and preparation periods between the hours of 8:20 a.m. and 2:40 p.m. as individually assigned.

Project SEARCH Program (Overlook Regional Medical Center)

The Project SEARCH Program will follow a traditional consecutive week schedule that enables 100% of the student body to participate in distance learning five-days per week. This format will continue for the first month of school in consideration of the health and safety of students and staff. The transition to traditional instruction will be the decisions of the Superintendent and Director of Special Projects with input from public health officials, hospital administration, sending school districts, and parents/family members.

The Cohort scheduled for distance learning will participate in a minimum of four-hours of instruction plus a 30-minute lunch on Monday – Thursday from 9:00 a.m. – 1:30 p.m. Students will complete assignments in Google Classroom with the virtual assistance of paraprofessionals and participate in two 60-minute blocks of live instruction per day. Students will also participate in career-exploration and employability activities on Friday from 9:00 a.m. – 2:00 p.m. in collaboration with students in the Work Readiness Academy.

The Cohort scheduled for traditional inperson instruction will participate in 4.5 hours of instruction and site-based internships on Monday – Thursday from 9:00 a.m. – 1:30 p.m. Students will be required to adhere to all health, safety and training protocols established by Overlook Regional Medical Center. Students will participate in a virtual learning on Fridays from 9:00 – 2:00 p.m. since social distancing cannot be maintained in the onsite classroom.

Teaching staff schedules include contractual times for lunch and preparation periods between the hours of 8:20 a.m. and 2:40 p.m. as individually assigned.

Bedside Instruction Programs

UCESC teaching staff provide bedside instruction services to students in the inpatient and outpatient psychiatric units at Trinitas Regional Medical Center in Elizabeth and the outpatient rehabilitation unit at Children’s Specialized Hospital in Mountainside.

All hospital-based programs will operate on a distance learning schedule for the first month of school in consideration of the health and safety of students and staff. Bedside instruction will be provided to students via distance learning between the hours of 8:20 a.m – 2:40 p.m. to the greatest extent possible and practical. The transition to traditional inperson instruction will be at the Superintendent’s discretion with input from hospital administration.

Hospital Administration will be required to submit a “COVID-19 Attestation Form” to confirm adherence to CDC-recommended health screening, cleaning and sanitization, employee exclusion, and contact tracing before teaching staff are assigned to programs.

Nonpublic School Services

UCESC teachers provide educational services funded under Chapters 192/193 and IDEA to approximately 1500 students enrolled in 48 nonpublic schools located in Union County.

Instructional services will be delivered via traditional, hybrid, and distance learning models in a manner consistent with the reentry plans developed by each nonpublic school. Child Study Team evaluations will be conducted according to IDEA procedures and timelines while traditional programs are offered in nonpublic schools, and to the greatest extent possible in the event nonpublic schools shift to fulltime distance learning.

Teaching staff will only provide distance learning services to nonpublic schools in the event that UCESC schools are placed on fulltime distance learning due to public health reasons.

Nonpublic School Administrators will be required to submit a “COVID Attestation Form” confirming adherence to CDC-recommended health screening, cleaning and sanitization, student/staff exclusion, and contact tracing before teaching staff are assigned to buildings.

Instructional Plans (Distance Learning Model):

Union County Educational Services Commission recognizes that circumstances may require one or more schools to temporarily close and implement full-time distance learning model. In the event of school or district closure, schools will immediately implement procedures detailed in the Emergency Preparedness Plan submitted to the NJDOE on May 26, 2020.

Administrators will distribute revised expectations and schedules for teachers, therapists and paraprofessionals so fulltime distance learning programs can begin without undue delay.



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**Appendix N:
Scheduling of Students (Full-Time Distance Learning)**

School Hours (Full-Time Distance Learning Model):

UCESC will implement the following schedules when the district or individual schools within the district are required to provide full-time distance learning programs per local or state directive. Students will receive a minimum of four hours of daily academic engagement consisting of synchronous (live) and asynchronous (recorded) instruction and related services; independent work; computer-based instruction; individual support for teachers, therapists and paraprofessionals.

Crossroads School:	8:30 a.m. – 2:30 p.m.
Hillcrest Academy:	8:30 a.m. – 2:30 p.m.
Project SEARCH:	8:30 a.m. – 2:30 p.m.
Lamberts Mill Academy:	8:30 a.m. – 2:30 p.m.
Westlake School:	8:30 a.m. – 2:30 p.m.
Work Readiness Academy:	9:00 a.m. – 1:30 p.m.

Staff are expected to report to work and follow contractual hours during implementation of full-time distance learning programs unless alternate schedules are provided by district/school administrators. The transition to traditional instruction will be the decision of the Superintendent with input from public health officials, sending school districts and the UCESC Board of Directors unless otherwise ordered by the State of New Jersey. Parents who opt for full time distance learning have the option to remain on that schedule once hybrid or traditional instructional programs resume in schools.

Instructional Plans (Traditional/Hybrid Model):

Crossroads School:

Classroom teachers will provide students with live video-based instruction on a daily basis according to schedules distributed prior to implementation of full-time distance learning. A minimum of one session will be offered in the morning and one session will be offered in the afternoon. Each teacher will also post student assignments for the following day on their Google Docs by 2:40 pm. Lessons will be comprised of instructional videos and activities aligned to IEP goals and objectives. Students will work on these activities independently between live sessions. Teachers and paraprofessionals will meet with students throughout the day to provide assistance, feedback and support.

Related Services will be delivered on an individual basis via live teletherapy sessions and/or activity plans sent by email on the morning of the scheduled therapy session.

One parent meeting will be scheduled each week via Google Hangouts. During this meeting, teachers and therapists will provide feedback regarding student progress and assist parents in implementation or academic and therapy programs

Teaching staff schedules will include contractual times for lunch and preparation periods between the hours of 8:20 a.m. – 2:40 p.m. as individually assigned.

Lamberts Mill Academy:

Classroom teachers will provide students with live video-based instruction on a daily basis according to schedules distributed prior to implementation of full-time distance learning. In addition, each teacher will provide a pre-recorded lesson accompanied by an activity that the students will complete. Students will be working on these activities independently between the live sessions. Each teacher will post the next day's assignments to their Google Docs by 2:40 pm each day.

Teachers and paraprofessionals will schedule virtual office hours throughout the day to provide individual feedback and assistance to students.

Related Services and therapeutic counseling sessions will be delivered on an individual basis via live teletherapy sessions and/or activity plans sent by email on the morning of the scheduled therapy session.

Teaching staff schedules include contractual times for lunch and preparation periods between the hours of 8:20 a.m. – 2:40 p.m. as individually assigned.

Hillcrest Academy – North & South Campuses:

Classroom teachers will provide students with live video-based instruction on a daily basis according to schedules distributed prior to implementation of full-time distance learning. In addition, each teacher will develop a pre-recorded lesson accompanied by an instructional activity that the students will complete twice each week. Students will work on these activities independently between live sessions. Each teacher will post the next day's assignments to their Google Docs by 2:40 pm each day.

Advocates will call each of their assigned students each morning to review the day's schedule and take attendance. They will also meet with their assigned students once each afternoon in order to review their progress and work on SEL activities.

Teachers will be assigned one credit retrieval group for grading. Credit retrieval assignments will be limited to a maximum of 12 students per teacher. Teachers will meet with their Credit Retrieval students twice a week to provide feedback and assistance. Teachers will be provided with three periods a week to grade and assess credit retrieval work.

Teaching staff schedules will include contractual times for lunch and preparation periods between the hours of 8:20 a.m. – 2:40 p.m. as individually assigned.

Westlake School

Classroom teachers will provide students with live video-based instruction on a daily basis according to schedules distributed prior to implementation of full-time distance learning. A minimum of one session will be offered in the morning and one session will be offered in the afternoon. Each teacher will also post student assignments for the following day on their Google Docs by 2:40 pm. Lessons will be comprised of instructional videos and activities aligned to IEP goals and objectives. Students will work on these activities independently between live sessions. Teachers and paraprofessionals will meet with students throughout the day to provide assistance, feedback and support.

Related Services will be delivered on an individual basis via live teletherapy sessions and/or activity plans sent by email on the morning of the scheduled therapy session.

One parent meeting will be scheduled each week via Google Hangouts. During this meeting, teachers and therapists will provide feedback regarding student progress and assist parents in implementation or academic and therapy programs

Work Readiness Academy

Classroom teachers will provide students/families with live video-based instruction on a daily basis according to schedules distributed on the first day of school. Students will engage in four-hours of distance learning each day. This will include participating in a live Google Meet lesson in the morning and afternoon and completing daily assignments on Google Classroom. Teachers and paraprofessionals will meet with individual students to provide feedback and support daily. Each teacher will post the next day's assignments to their Google Docs by 2:40 pm each day.

Related Services will be delivered on an individual basis via live teletherapy sessions and/or activity plans sent by email on the morning of the scheduled therapy session.

Teaching staff schedules include contractual times for lunch and preparation periods between the hours of 8:20 a.m. and 2:40 p.m. as individually assigned.

Project SEARCH Program (Overlook Regional Medical Center)

Classroom teachers will provide students/families with live video-based instruction on a daily basis according to schedules distributed on the first day of school. Students will engage in four-hours of distance learning each day. This will include participating in a live Google Meet session in the morning and afternoon and completing daily assignments on Google Classroom. Teachers and paraprofessionals will meet with individual students to provide feedback and support daily. Each teacher will post the next day's assignments to their Google Docs by 2:40 pm each day.

Teaching staff schedules include contractual times for lunch and preparation periods between the hours of 8:20 a.m. and 2:40 p.m. as individually assigned.

Bedside Instruction Programs

UCESC teaching staff provide bedside instruction services to students in the inpatient and outpatient psychiatric units at Trinitas Regional Medical Center in Elizabeth and the outpatient rehabilitation unit at Children's Specialized Hospital in Mountainside.

All hospital-based programs will operate on a distance learning schedule for the first month of school in consideration of the health and safety of students and staff. Bedside instruction will be provided to students via distance learning between the hours of 8:20 a.m – 2:40 p.m. to the greatest extent possible and practical. The transition to traditional in person instruction will be at the Superintendent's discretion with input from hospital administration.

Hospital Administration will be required to submit a "COVID-19 Attestation Form" to confirm adherence to CDC-recommended health screening, cleaning and sanitization, employee exclusion, and contact tracing before teaching staff are assigned to programs.

Nonpublic School Services

UCESC teachers provide educational services funded under Chapters 192/193 and IDEA to approximately 1500 students enrolled in 48 nonpublic schools located in Union County.

Instructional and Nursing services will be delivered via traditional, hybrid, or distance learning models in a manner consistent with reentry plans developed by nonpublic schools. Child Study Team evaluations will be conducted according to IDEA procedures and timelines while traditional programs are offered in nonpublic schools, and to the greatest extent possible in the event nonpublic schools shift to fulltime distance learning.

Nonpublic School Administrators will be required to submit a “COVID Attestation Form” confirming adherence to CDC-recommended health screening, cleaning and sanitization, student/staff exclusion, and contact tracing before teaching staff are assigned to buildings.

Nonpublic School Administrators will conduct site visits and meet with teaching staff on a regular basis while the Commission remains on full-time distance learning to evaluate the compliance of each non-public school with required safety protocols and apprise the Superintendent accordingly so decisions can be made on a case-by-case basis.

Teaching staff will provide only distance learning services to nonpublic schools in the event that UCESC schools are placed on fulltime distance learning due to public health reasons or as directed by the Superintendent and Director of Nonpublic Services.



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**Appendix O:
Staffing**

Personnel Needs

UCESC is committed to supporting teaching staff members in their safe return to the workplace as well as during implementation of traditional, hybrid or distance learning programs for students. Administrators will consider factors such as increased needs for professional development, instructional materials, access to technology, personal protective equipment, leave requests and flexibilities regarding assignments and schedules to the greatest extent possible.

UCESC will hire additional custodial staff to implement rigorous cleaning and sanitization protocols in all schools and security staff to implement screening protocols at 45 Cardinal Drive.

Personnel needs will be reevaluated on an ongoing basis as assignments and schedules are adjusted due to unanticipated changes in student enrollment, parental requests for fulltime distance learning, and/or staff requests for extended leave and/or reasonable accommodations in the workplace.

Staff Evaluation

UCESC will adhere to existing procedures for the observation and annual evaluation of administrators, teaching staff, paraprofessionals and support staff to the greatest extent possible until such time the NJDOE releases any modifications or flexibilities

Administrators and teaching staff members will receive training and support focused on adapting achievement measures (i.e. SGOs or Administrative Goals) to the hybrid learning environment.

Modifications to existing evaluation procedures, including but not limited to, conducting observations in a remote learning environment, will be developed in consultation and collaboration with representatives from the local educational associations.

Provisional Teacher Program

UCESC will continue to support the induction of novice provisional teachers in the district holding either a Certificate of Eligibility (CE) or Certificate of Eligibility with Advanced Standing (CEAS) through participation in rigorous program of peer mentoring.

Novice and Mentor Teachers assigned to hybrid learning environments will be expected to schedule required one-to-one meetings during the regular school day to the greatest extent possible.

Virtual mentoring and other flexibilities for the Provisional Teacher Program outlined in a memo from the NJDOE dated June 30, 2020 will be followed when traditional meetings are not feasible.