

RESTART & RECOVERY PLAN



Union County Educational Services Commission

Restart and Recovery Plan to Reopen Schools

Revised: August 25, 2020

RESTART & RECOVERY PLAN

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Introduction

On June 26, 2020, the New Jersey Department of Education (NJDOE) published “The Road Back – Restart and Recovery Plan for Education”, a guidance document to assist New Jersey school districts to develop, in collaboration with stakeholders, a plan to reopen schools in September 2020 that best fits the district's local needs. The NJDOE Guidance presents information related to four key subject areas:

- Conditions for Learning
- Leadership and Planning
- Policy and Funding
- Continuity of Learning

The Union County Educational Services Commission Restart and Recovery Plan (Plan) was developed to be consistent with the requirements outlined in the NJDOE Guidance with equal consideration given to local needs. The health and safety of students and staff served as guiding principles in the development of this Plan and will remain the utmost priority in decision-making once schools resume in September.

The Appendices section of this Plan reflect the local protocols developed for the Commission to ensure that schools reopen safely and are prepared to accommodate students' unique needs during this unprecedented time. The Appendices section also includes a chart of the websites, guidance documents and sources referenced in “The Road Back – Restart and Recovery Plan for Education”.

The NJDOE Guidance requires a Board Policy to address several elements of this Plan. On August 5, 2020, the UCESC Board of Directors approved the adoption of Board Policy 1648 – Restart & Recovery Plan that includes all policies cited in the NJDOE Guidance. On August 25, 2020, the Executive Committee of the Board will review proposed revisions to the plan to reflect updated requirements for the use of face coverings by students and the option for parents to request full-time remote learning.

The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by Executive Order of the Governor of New Jersey and are subject to change. All local protocols are also subject to change at the discretion of the Superintendent.

Union County Educational Services Commission recognizes the numerous stakeholders who contributed input, feedback and time to inform the development of this Plan; and the dedicated administrators, teaching staff members, paraprofessionals and support staff who will implement its protocols and procedures on behalf of students. Thank you.

Michael J. Kowalski
Acting Superintendent

August 25, 2020

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UNION COUNTY EDUCATIONAL SERVICES COMMISSION RESTART AND RECOVERY PLAN

The Commission Restart and Recovery Plan addresses four key subject areas:

- A. Conditions for Learning;
- B. Leadership and Planning;
- C. Policy and Funding; and
- D. Continuity of Learning

A. Conditions for Learning

Conditions for learning involve the social, emotional, and environmental factors that can impact educator capacity to teach and student capacity to learn, including standards for maintaining healthy and safe school conditions. As schools reopen, the impact of social isolation on educators and students is a key area of concern.

Conditions for Learning include: Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning; and Academic, Social, and Behavioral Supports

1. Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning; and Academic, Social, and Behavioral Supports

The Health and Safety Section of the Board's Plan identifies Ten Critical Areas of Operation which the Board has addressed in the Plan: General Health and Safety Guidelines; Classrooms, Testing, and Therapy Rooms; Transportation; Student Flow, Entry, Exit, and Common Areas; Screening, PPE, and Response to Students and Staff Presenting Symptoms; Contact Tracing; Facilities Cleaning Practices; Meals; Recess/Physical Education; and Field Trips, Extra-Curricular Activities, and Use of Facilities Outside School Hours.

Throughout this Health and Safety Section, the provisions marked "anticipated minimum standards" as outlined in the NJDOE Guidance have been incorporated into the Commission's Plan and related protocols, as applicable.

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The Health and Safety section of the NJDOE Guidance also provided "additional considerations" to assist school officials in considering ways to adhere to the anticipated minimum standards. These provisions are also consistent with the Commission's general obligation to ensure the health and safety of its students and staff pursuant to N.J.S.A. 18A:40-6 and N.J.A.C. 6A:16-2.1. Commission administration will abide by the advice of county and local health officials to determine the safest course of action based on local circumstances, which will change as the public health landscape evolves. The health and safety of students and staff is the number one priority and has guided all decisions of the Board's Plan.

Ten Critical Areas of Operation

a. Critical Area of Operation #1: General Health & Safety Guidelines

- (1) In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:
 - (a) Commission administration will establish and maintain communication with local, County and State authorities to determine current mitigation levels in the community.
 - (b) Commission administration will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for virtual learning, reasonable accommodations in the workplace, and paid and unpaid leave when permissible.
 - (c) The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.
 - (d) The Commission promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings for staff and for students as indicated in building plans; and signs and messages in and around school buildings.

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- (e) Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:
 - (i) Chronic lung disease or asthma (moderate to severe);
 - (ii) Serious heart conditions;
 - (iii) Immunocompromised;
 - (iv) Severe obesity (body mass index, or BMI, of 40 or higher);
 - (v) Diabetes;
 - (vi) Chronic kidney disease undergoing dialysis;
 - (vii) Liver disease;
 - (viii) Medically fragile students with Individualized Education Programs (IEPs);
 - (ix) Students with complex disabilities with IEPs; or
 - (x) Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

[See Appendix A – Critical Area of Operation #1 – General Health and Safety Guidelines]

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b. Critical Area of Operation #2 – Classrooms, Testing, & Therapy Rooms

- (1) Schools in the Commission will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by reducing student capacity in schools and ensuring students are seated at least six feet apart. If a school in the Commission is not able to maintain this physical distance, additional modifications will be considered including, but not limited to, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.
- (2) Even if social distancing is possible and being practiced, face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
 - (a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities. Additional strategies, including but not limited to, providing enhanced PPE to staff and implementing fading strategies consistent with CDC recommendations for “close contact” will be followed.
- (3) Whether or not social distancing can take place or physical barriers are in place in a classroom setting, face coverings are required while students are seated at desks and are required to be worn when moving about the classroom or school.
- (4) All instructional and non-instructional rooms in schools and Commission facilities must comply with social distancing standards to the maximum extent practicable.
- (5) Use of shared objects should be limited when possible or cleaned between use.
- (6) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air

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conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.

- (7) The Commission will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations will be:
 - (a) In each classroom (for staff and older children who can safely use hand sanitizer).
 - (b) At entrances and exits of buildings.
 - (c) Near lunchrooms and toilets.
 - (d) Children ages five and younger should be supervised when using hand sanitizer.
 - (e) For classrooms that have existing handwashing stations, stations will be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
- (8) School administrators will should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
 - (a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

[See Appendix B – Critical Area of Operation #2 – Classroom, Test, and Therapy Rooms]

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c. Critical Area of Operation #3 – Transportation

- (1) If the Commission is providing transportation services on a school bus, a face covering must be worn by all students upon entering the bus unless doing so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
 - a. Exceptions to the face covering requirements shall be outlined in A.1.e(6) below.
- (2) 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.
- (3) Every school bus, either commission-owned or contracted, will be cleaned and disinfected before and after each bus route.

[See Appendix C – Critical Area of Operation #3 – Transportation]

d. Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas

- (1) The Commission's Plan will establish the process and location for student and staff health screenings.
- (2) Even when physical distancing (six feet apart) can be maintained for individuals in line waiting to enter or exit a building, face coverings shall be worn while in the line.
- (3) Each school in the Commission will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

[See Appendix D – Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas]

e. Critical Area of Operation #5 – Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms

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- (1) The Commission will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:
 - (a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
 - (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
 - (c) Results must be documented when signs/symptoms of COVID-19 are observed.
 - (d) The Commission screening policy/protocol will take into account students with disabilities and accommodations that may be needed in the screening process for those students as outlined in Appendix E.
- (2) The Commission will adopt procedures for symptomatic staff and students, which shall include the following:
 - (a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. District administrators will follow current CDC guidelines and guidance from County and local health officials for illness reporting.
 - (b) If the Commission becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district or school administrators must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
 - (c) The procedures the Commission will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and

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staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:

- (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
 - (ii) Following current CDC guidelines and guidance from County and local health officials for illness reporting.
 - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
 - (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
 - (v) Continuous monitoring of symptoms.
 - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and 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.
 - (vii) Written protocols to address a positive case.
- (3) School administrators will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.

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- (4) 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.
- (5) Students are required to wear face coverings 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.
 - (a) Accommodation for students who are unable to wear a face covering will be addressed according to that student's need and in accordance with all applicable laws and regulations.
- (6) Exceptions to requirements for face coverings shall be as follows:
 - (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 IEP, precludes the use of face covering.
 - (e) The student is under the age of two, due to the risk of suffocation.
 - (f) During the period a student is eating or drinking.
 - (g) 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.
 - (h) The student is engaged in high intensity aerobic or anaerobic activities.
 - (i) Face coverings may be removed during gym and music classes when individuals are in a well-ventilated location and are able to maintain a physical distance of six feet apart.
 - (j) When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.

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- (7) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual the point of entry, the visitor's entry to the school/district facility may be denied.

[See Appendix E – Critical Area of Operation #5 – Screening, PPE, and Response to Students and Staff Presenting Symptoms]

f. Critical Area of Operation #6 – Contact Tracing

- (1) The NJDOE Guidance does not include any “anticipated minimum standards” for contact tracing. However, all school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the Superintendent or designee should be provided information regarding the role of contact tracing conducted by State, county, and local officials.
- (2) School officials should engage the expertise of their school nurses on the importance of contact tracing.
- (3) The NJDOE will credit certified School Safety Specialists with three hours of training upon completion of Johns Hopkins University's COVID-19 Contact Tracing course.

[See Appendix F – Critical Area of Operation #6 – Contact Tracing]

g. Critical Area of Operation #7 – Facilities Cleaning Practices

- (1) School officials 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.
- (2) The Commission's Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
 - (a) A schedule for increased routine cleaning and disinfection.
 - (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily

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cleaned daily (e.g. doorknobs, light switches, classroom sink handles, countertops).

- (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.

- (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:

- (i) Classroom desks and chairs;
- (ii) Lunchroom tables and chairs;
- (iii) Door handles and push plates;
- (iv) Handrails;
- (v) Kitchens and bathrooms;
- (vi) Light switches;
- (vii) Handles on equipment (e.g. athletic equipment);
- (viii) Buttons on vending machines and elevators;
- (ix) Shared telephones;
- (x) Shared desktops;
- (xi) Shared computer keyboards and mice;
- (xii) Drinking fountains; and
- (xiii) School bus seats and windows.

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- (e) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

[See Appendix G – Critical Area of Operation #7 – Facilities Cleaning Practices]

h. Critical Area of Operation #8 – Meals

- (1) The following will be incorporated into the Commission Plan for schools in which cafeterias or group dining areas are used, if applicable:
 - (a) Identify alternate locations to provide student meals that allow for social distancing to be maintained.
 - (b) Stagger times to allow for social distancing and clean and disinfect between groups.
 - (c) Discontinue family style, self-service, and buffet.
 - (d) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.
 - (e) Space students at least six feet apart.
 - (f) Require assigned cafeteria staff to wash their hands after removing their gloves or after directly handling used food service items.

[See Appendix H – Critical Area of Operation #8 – Meals]

i. Critical Area of Operation #9 – Recess/Physical Education

- (1) The Commission's Plan regarding recess and physical education will include protocols to address the following:
 - (a) Stagger recess, if necessary.
 - (b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.

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- (c) The use of cones, flags, tape, or other signs to create boundaries between groups.
- (d) A requirement that all individuals always wash hands immediately after outdoor playtime.
- (e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.
- (f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).

- (2) The Commission will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment as indicated in Appendix I. If equipment must be shared, the equipment will be cleaned and disinfected between each use.
- (3) The Commission will designate specific areas for each class during recess to avoid cohorts mixing.

[See Appendix I – Critical Area of Operation #9 – Recess/Physical Education]

j. Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours

- (1) The Commission will temporarily suspend all extra-curricular activities, field trips and the public use of facilities outside school hours until such time deemed appropriate by the Superintendent.
- (2) The Commission’s Plan will adhere to all applicable social distancing requirements and hygiene protocols during any field trips and extra-curricular activities once reinstated by the Superintendent.

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- (3) The Commission will require any external community organizations that use school/district facilities to follow district guidance on health and safety protocols once such use is reinstated by the Superintendent.

[See Appendix J – Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours]

2. Academic, Social, and Behavioral Supports

In addition to taking the steps listed in the Health and Safety Guidelines section to protect students’ and educators’ physical health, leaders must also consider the impact of social isolation on both educators and students. School officials are not mandated to develop protocols for these elements as these elements are not “anticipated minimum standards” in the NJDOE Guidance. However, the NJDOE recommends school administrators consider the following elements while developing the Commission’s Plan.

While only a small introduction to these elements is included in this Plan, a more detailed explanation and further considerations in the NJDOE Guidance are under the Academic, Social, and Behavioral Supports section to reference as the Plan is being developed. School administrators may use the supports listed in the NJDOE Guidance.

The elements listed below in A.2.a. through A.2.e. provide an explanation for school officials to indicate if the strategy is:

- Not being utilizing
- Being developed by school officials
- Currently being utilizing

There is space provided below in A.2.a. through A.2.e. for a brief explanation of the school district’s status for each element.

[See Appendix K – Supplemental Materials and Explanations for Academic, Social, and Behavioral Supports]

a. Social Emotional Learning (SEL) and School Culture and Climate

SEL will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning.

 x Being Developed by School Officials

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☒ Currently Being Utilized

School Plans include trauma-informed practices, including but not limited to, individual and group counseling for students, and instructionally-embedded SEL activities provided in all classrooms upon reentry to school.

Multi-Tiered Systems of Support (MTSS)

MTSS is a systematic approach to prevention, intervention, and enrichment in grades Pre-K through twelve for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support.

☐ Being Developed by School Officials

☒ Currently Being Utilized

School administrators and staff will develop and implement procedures to identify and provide targeted interventions for students who require academic, social-emotional and behavioral support upon reentry to school.

c. Wraparound Supports

Wraparound services differ from traditional school-based services in their comprehensive approach to addressing the academic, behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment.

☐ Being Developed by School Officials

☒ Currently Being Utilized

Social Workers will maintain ongoing and consistent contact with families to provide education, support and assistance in accessing community-based social services and interventions.

d. Food Service and Distribution

School meals are critical to student health and well-being, especially for low-income students. The NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of students during all phases of school reopening.

☐ Being Developed by School Officials

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 x Currently Being Utilized

The Commission will continue to provide school meals for students assigned to traditional in-person programs and will coordinate with sending school districts to ensure school meals are available for students assigned to distance learning programs.

[See Appendix K – Supplemental Materials and Explanations for Academic, Social, and Behavioral Supports]

B. Leadership and Planning

The Leadership and Planning Section of the Commission’s Plan references guidance, requirements, and considerations for the Commission regarding district and school-wide logistical and operational issues with which administrators will contend in planning to reopen schools.

The provisions marked "anticipated minimum standards" as outlined in the Guidance have been incorporated into the Commission’s Plan and corresponding protocols, as applicable.

The Leadership and Planning section of the Guidance also provided "additional considerations" that assisted school administrators in considering ways to adhere to the “anticipated minimum standards”.

1. Establishing a Restart Committee

- a. A Restart Committee was established in July, 2020² as collaboration is critical to the Commission’s Plan.
- b. The Restart Committee includes school district and school-level administrators, members of the local Board of Directors , the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.
- c. The Restart Committee will work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to assist in the development and implementation of the Commission’s Plan.
- d. The Restart Committee will, to the greatest extent possible, reflect the diversity of the school community, including those representing students with disabilities, whose families speak

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languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.

- e. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

- a. School-based Pandemic Response Teams were established in each school in the Commission to centralize, expedite, and implement COVID-19 related decision-making.
- b. Each school team identified a liaison that reports to district-level administrators to ensure coordinated actions across the district.
- c. Members of the school teams include a cross section of administrators, teachers, staff, and parents.
- d. Pandemic Response Teams represent, to the greatest extent possible, a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication is more effective if decision-makers reflect the make-up of the community.
- e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.
- f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:
 - (1) School Principal or Lead Person;
 - (2) Teachers;
 - (3) Child Study Team member;
 - (4) School Counselor or mental health expert;
 - (5) Subject Area Chairperson/Director;
 - (6) School Nurse;

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- (7) Teachers representing each grade band served by the school district and school;
 - (8) School safety personnel;
 - (9) Members of the School Safety Team;
 - (10) Custodian; and
 - (11) Parents.
 - g. The Pandemic Response Team is responsible for:
 - (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
 - (2) Adjusting or amending school health and safety protocols as needed.
 - (3) Providing staff with needed support and training.
 - (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
 - (5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
 - (6) Providing necessary communications to the school community and to the school district.
 - (7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.
 - h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]
- 3. Scheduling
 - a. The Commission's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful

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- evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.
- b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.
 - (1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
 - (2) Commission policies for attendance and instructional contact time will include opportunities for both synchronous and asynchronous instruction, as feasible, while ensuring the requirements for a 180-day school year are met.
 - c. The Commission will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
 - (1) For special education students, the Commission will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology- based formats. The Commission will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans developed by sending school districts.
 - (2) For medically fragile staff, reasonable accommodations will be provided for staff who are at greater risk for the impacts of COVID-19. Reasonable accommodations will also be provided for staff with health issues which are exacerbated by viewing content on screens for an extended period.
 - d. The Commission should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all

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students to meet their required instructional hours for the day, which may include remote students completing independent work while students in classroom receive instruction. Administrators may:

- (1) Provide teachers common planning time.
 - (2) Ensure Commission policies are reviewed and confirmed to support in-person and remote instruction.
 - (a) Virtual learning may create privacy challenges which schools have not yet faced.
 - (b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
 - (3) Secure a steady supply of resources necessary to ensure the safety of students and staff.
 - (4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops for Commission operated routes.
 - (5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the Commission to evaluate instructional activities based on what is developmentally appropriate for each grade band.
- e. School administrators will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board's Plan.

[See Appendix N – Scheduling of Students]

4. Staffing

- a. The Commission will consider access and equity for all staff to ensure continuity of student learning. The Commission's Plan and decision-making throughout the school year will consider unique needs of each staff member, such as access to technology,

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social and emotional health, and child care concerns to the greatest extent possible and permissible.

- b. When making staffing scheduling and assignments, the Commission will comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws.
- c. The Commission's Plan will identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.
- d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
- e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
 - (1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.
 - (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).
 - (3) Certification
 - (a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the

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COVID-19 state of emergency and related limitations.

- (b) Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]

- 5. In-Person and Hybrid Learning Environments: Roles and Responsibilities
 - a. In a fully in-person or hybrid learning environment the Commission will leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines.
 - b. Instructional staff should:
 - (1) Reinforce social distancing protocol with students, and paraprofessionals.
 - (2) Limit group interactions to maintain safety.
 - (3) Support school building safety logistics (entering, exiting, restrooms, etc.).
 - (4) Become familiar with Commission protocols and platforms to support distance learning.
 - (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
 - (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
 - (7) Provide regular feedback to students and families on expectations and progress.
 - (8) Set clear expectations for remote and in-person students.

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- (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
 - (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
 - (11) Instruct and maintain good practice in digital citizenship for all students and staff.
 - (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
 - (13) Provide materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
 - (14) Limit on-line activities for pre-school students.
- c. Mentor teachers should:
- (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
 - (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
 - (4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
 - (5) Continue to maintain logs of mentoring contact.
 - (6) Consider all health and safety measures when doing in-person observations.
 - (7) Consider alternative methods for classroom observations and avoiding in-person contact where possible.

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- d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:
- (1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction as directed by Commission central office administration.
 - (2) Provide time for staff collaboration and planning.
 - (3) Prioritize vulnerable student groups for face-to-face instruction.
 - (4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
 - (5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
 - (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
 - (7) Define and provide examples of high-quality instruction given context and resources available.
 - (8) Assess teacher, student, and parent needs regularly.
 - (9) Ensure students and parents receive necessary supports to ensure access to instruction.
 - (10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
 - (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.

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- (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
 - (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
 - (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
 - (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
 - (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
 - (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
- e. Educational services staff members should:
- (1) Lead individual and small group counseling, therapy and instruction in both the traditional and virtual environments as directed by school administrators.
 - (2) Facilitate the virtual component of synchronous online interactions as appropriate.
 - (3) Assist with the development and implementation of adjusted schedules.
 - (4) Plan for the completion of course requests and scheduling (secondary school).
 - (5) Assist teachers with providing updates to students and families.
 - (6) Support embedding of SEL into lessons.

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- (7) Lead small group instruction to ensure social distancing.
 - (8) Consider student grouping to maintain single classroom cohorts.
 - (9) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- f. Support staff/paraprofessionals may:
- (1) Assist the classroom teacher with implementation of small group instruction to ensure social distancing.
 - (2) Consider alternative methods for one-on-one interactions to avoid close contact with students to the greatest extent possible.
 - (3) Pre-record read-alouds and videos and prepare other instructional materials as directed by the classroom teacher.
 - (5) Provide real-time support to students during virtual instruction as directed by the classroom teacher.
 - (6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
 - (7) Support families and students in accessing and participating in remote learning under guidance and direction of certified staff.
 - (8) Lead individual and/or small group instruction in a virtual environment as directed by the classroom teacher.
 - (9) Facilitate the virtual component of synchronous online instruction implemented by the classroom teacher.
- g. Substitutes

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- (1) Substitute Teachers and Paraprofessionals assigned by the Board-approved staffing agency are expected to follow all policies, procedures and practices outlined in the Commission plan.

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

- a. To ensure staff supporting virtual learning are prepared to provide or support instruction on day one, school administrators will:

- (1) Designate staff members to provide ongoing support with technology to students, teachers, and families.
- (2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
- (3) To the extent possible, provide district one-to-one instructional devices and connectivity.
- (4) Prior to the start of the school year, provide district email addresses and access to online platforms to staff (usernames/passwords/organizational credentials).

b. Additional Considerations

- (1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective and should be considered by teachers to the greatest extent possible.
- (2) School administrators will develop a plan of accountability that identifies how teachers will monitor and assess student performance in both traditional and distance learning programs, including grading policies and practices.
- (3) Administrators will consider ways to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building.

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- (4) Administrators will identify strategies for all staff to incorporate classroom opportunities to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

C. Policy and Funding

The impact of the COVID-19 pandemic presents many fiscal challenges to the Commission for delivery of instruction and related services to students in addition to other basic operational needs. Readyng facilities, purchasing supplies, transporting, and feeding students may look drastically different in the 2020-2021 school year. The Policy and Funding section of the Commission’s Plan focuses on existing and pending Federal and State legislation, regulations, and guidance.

1. School Funding

- a. The Commission shall explore options to obtain the maximum amount of available revenue to minimize expenditures and for fiscal planning in the face of considerable uncertainty. The options the Commission shall explore include, but are not limited to, the following:

- (1) Elementary and Secondary School Emergency Relief Fund;
- (2) Federal Emergency Management Agency – Public Assistance; and
- (3) Local and County funding sources.

b. School Funding

The School Business Administrator will review the Policy and Funding section of the NJDOE Guidance that includes information on Federal and State funding sources; purchasing practices; use of reserve accounts, transfers, and cash flow; and costs and contracting, including E-Rate funding and cooperative purchasing contracting.

(1) Purchasing

The Commission may likely need to purchase items not needed in the past and may experience increased demand

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for previously purchased goods and services to implement the Plan. The Commission shall continue to comply with the provisions of the “Public School Contracts Law”, N.J.S.A. 18A:18A-1 et seq.

(2) Costs and Contracting

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. Continuity of Learning

Ensuring the continuity of learning is critically important during this time of great stress for families, educators, and students. The move to a fully virtual learning environment happened quickly and created significant challenges for staff and students, particularly students already considered at-risk prior to the pandemic. Administrators will work closely with their stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are in need of in-person instruction. This may include, but is not limited to, students with disabilities, homeless youth, and low-income students.

Curriculum, instruction, assessment, and professional learning are all constructs that can be adjusted to serve as levers for equity.

Except where otherwise indicated, the provisions and elements of this section are “additional considerations” that may help in considering ways to adhere to the “anticipated minimum standards”.

While only a small introduction to these elements is included in this Plan, a more detailed explanation and considerations can be found in the NJDOE Guidance under the Continuity of Learning section.

- 1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
 - a. Consistent with guidance from the United States Department of Education, the Commission will continue to meet its obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.

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- b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services recommended by sending school districts will be implemented to the greatest extent possible during the COVID-19 pandemic.
- c. The NJDOE recommends that districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:
 - (1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
 - (2) IEP teams from sending school districts should, with input of Commission staff, review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
 - (3) IEP teams from sending school districts should, with input from Commission staff, consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
 - (4) IEP teams from sending schools districts should, with input from Commission staff, develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
 - (5) IEP teams from sending school districts should, with input from Commission staff, identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.

2. Technology and Connectivity

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| <ul style="list-style-type: none">a. The Commission will strive to ensure that every student has access to a device and will prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, the Commission will take the following steps to address the technology deficit and how it will be resolved as soon as possible.b. The Commission will:<ul style="list-style-type: none">(1) Conduct a needs assessment.(2) Consider the needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.(3) Prioritize the purchase and roll-out of devices that may involve learning based on the results of the needs assessment.(4) For students with special needs, accommodations according to their individual needs and plans will be addressed as appropriate for each student.(5) Collaborate with sending school districts to resolve internet connectivity issues for students. <p>3. Curriculum, Instruction, and Assessment</p> <ul style="list-style-type: none">a. In planning curriculum, instruction, and assessment for reopening, the Commission will focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).b. The Commission will develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.c. Virtual and Hybrid Learning Environment<ul style="list-style-type: none">(1) Curriculum<ul style="list-style-type: none">(a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account | |
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for the loss of learning that may have resulted from the extended school building closures.

- (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.
- (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

(2) Instruction

- (a) As the Commission prepares for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.
- (b) In crafting instructional plans, the Commission will consider the following:
 - (i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.
 - (ii) Design for student engagement and foster student ownership of learning.
 - (iii) Develop students' meta-cognition.
 - (iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.

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(3) Assessment

- (a) For the purpose of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
- (b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school. Professional Learning Communities will be used to support the development, implementation and analysis of student assessment data.
- (c) In the absence of Spring 2020 summative assessment data, school should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.
- (d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.
- (e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.
 - (i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

4. Professional Learning

- a. The Commission is committed to providing professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to hybrid and distance learning environments and experiences.
- b. The Commission will focus on professional development to address the learning loss for the most vulnerable populations and preparing and

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supporting educators in meeting the social, emotional, health, and academic needs of all students.

- c. Professional learning opportunities should be:
 - (1) Presented prior to the beginning of the year;
 - (2) Presented throughout the school year;
 - (3) Presented in order to grow each educator’s professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
 - (4) Presented to include the input and collaboration of stake holders, including all staff, parents, and community members; and
 - (5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.
- d. Mentoring and Induction
 - (1) Induction must be provided for all novice provisional teachers and teachers new to the district.
 - (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
 - (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
 - (4) Mentoring must be provided in both a hybrid and fully remote learning environment.
 - (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.
- e. Staff Evaluation
 - (1) The Commission will modify annual staff evaluation training to highlight procedures and processes which are impacted due to hybrid and distance learning programs as directed by the NJDOE.

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- (2) The Commission will develop observation schedules that take into account hybrid and distance learning models.
- (3) The Commission will convene a District Restart Committee or District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
- (4) School Improvement Panels (ScIP) will assist administrators in planning and implementation of professional learning, mentoring, and other evaluation-related activities.
- (5) The Commission will consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

5. Pre-Vocational and Career-Based Education

A. Structured Learning Experiences

Students must be provided opportunities to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person.

B. Career Advisement and Development

Strong career advisement in conjunction with business and community partnerships are essential components of pre-vocational programs and cannot be compromised in a time of increased social distancing; therefore, modifications must be developed to maintain program quality.

E. Full-Time Remote Learning Options for Families

In addition to the methods and considerations explicitly referenced in the New Jersey Department of Education's "The Road Back – Restart and Recovery Plan for Education" (June 26, 2020) for scheduling students for in-person, remote or hybrid learning, families/guardians may submit, and the Commission shall accommodate requests for full-time remote learning. Remote learning options shall be pursuant to Appendix P – Remote Learning Options for Families.

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Appendices

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CHART OF USEFUL LINKS

Conditions for Learning		
Section	Title	Link
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President's Plan for Opening American Up Again	https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschoolday-camps.html%20-%20page=46
	Childcare, Schools, and Youth Programs	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
	People Who Are at Increased Risk for Severe Illness	https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance
	When and How to Wash Your Hands	https://www.cdc.gov/handwashing/when-how-handwashing.html
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana
	What Bus Transit Operators Need to Know About COVID-19	https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf
	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/posters.html
Critical Area of	Communicable Disease Service	https://www.nj.gov/health/cd/

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Operation #5		
Section	Title	Link
	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TB_P.pdf
	Guidance for Child Care Programs that Remain Open	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html
	General Business Frequently Asked Questions	https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	https://www.nj.gov/education/njtss/guidelines.pdf
	RTI Action Network	http://www.rtinetwork.org/
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf
Wraparound Supports	SHAPE	http://www.schoolmentalhealth.org/SHAPE/
	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Coronavirus Resources for	https://nationalmentoringresourcecent

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	Mentoring	er.org/
Section	Title	Link
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Section	Title	Link
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/eevaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
Athletics	Executive Order No. 149	http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf
Policy and Funding		
Section	Title	Link
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtbgms.org/NJDOEGMSWeb/logon.aspx

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FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm
Section	Title	Link
Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bso/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Section	Title	Link
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.s

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		html
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml
Section	Title	Link
Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/
Career and Technical Education (CTE)	Communicable Disease Service	https://www.nj.gov/health/cd/topics/covid2019_schools.shtml
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html



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**Appendix A:
Critical Area of Operation # 1 – General Health and Safety Guidelines**

Union County Educational Services Commission recognizes its unwavering obligation to ensuring the health, wellness and safety of students and staff. All procedures and practices incorporated into this recovery plan and implemented in schools are aligned to current guidance from the:

Centers for Disease Control and Prevention
New Jersey Department of Health
New Jersey Department of Education
State, County and Local Health Officials
UCESC School Physician

In an effort to protect the safety and wellness of students, staff, families and the local community, the UCESC Restart and Recovery Plan will be implemented in carefully-considered strategic phases that are informed by public health data and input from all district constituents.

The following strategies serve as guiding principles in the reopening of UCESC schools:

1. Implementing mitigation strategies including social distancing, face coverings, cohorting, and personal hygiene practices to the maximum extent possible. (Appendices B, C, D, H)
2. Educating parents, students and staff on the signs and symptoms of COVID-19 and the importance of remaining home from school or work when sick. (Appendix E)
3. Screening students, staff and visitors upon arrival for COVID-19 symptoms and exposure. (Appendix E)
4. Adopting protocols for identifying, isolating, excluding and readmitting students and staff who present with symptoms and/or confirmed COVID-19 diagnosis. (Appendix E)
5. Ensuring that abundant personal protective equipment and hand sanitizer stations are available and readily accessible to all staff and students. (Appendix E)
6. Maintaining communication with the Union County, Westfield Regional and Scotch Plains Health Departments to determine community transmission levels and to make data-driven decisions regarding the safe operation of schools. (Appendices E and F)
7. Adhering to rigorous cleaning/disinfection schedules in classrooms and schools. (Appendix G)
8. Providing opportunities for shared decision-making and two-way lines of communication between administration, staff, families/guardians and parents. (Appendices L and M)



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**Appendix B:
Critical Area of Operation # 2 – Classrooms, Testing, and Therapy Rooms**

Social Distancing:

Measurements were obtained for all classrooms and instructional areas in schools. Assignments of students and staff were based on NJDOE recommendations for a six-foot radius of space around occupants (113 square feet per person) to ensure social distancing requirements are met.

Student schedules minimize student cohort mixing and transitions to the greatest extent possible.

Related Services (Speech Therapy, Occupational Therapy, Physical Therapy) will be delivered in classrooms to the greatest extent possible to minimize transitions and student cohort mixing.

UCESC recognizes that social distancing requirements cannot be consistently maintained in some special education environments despite efforts to reduce occupancy and adjust room configurations due to the educational, physical and behavioral needs of students.

Staff assigned to work with students unable to consistently maintain social distancing requirements and/or tolerate face coverings will be provided enhanced PPE (face shields, medical masks, gloves) and encouraged to apply strategies aligned to CDC recommendations for avoiding “close contact” (currently defined as less than 15 minutes contact within six foot proximity of student).

Hand Sanitizing/Hand Washing:

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.

Instructions for hand washing and hand sanitizing aligned to CDC guidelines will be provided to students as part of health and physical education classes upon the return to school and reinforced throughout the year by all teaching staff members.

Schools will designate times for students to wash hands with soap and water on a regular basis including, but not limited to the following:

- Upon morning arrival
- Before eating meals
- After using the toilet
- Upon return from outdoor recess
- After sneezing, wiping or blowing noses

Allowing students to clean hands with an alcohol-based hand sanitizer for at least 20 seconds is an acceptable practice when washing with soap and water is impractical.



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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 drivers 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 D:

Critical Area of Operation # 4 – Student Flow, Entry, Exit and Common Areas

Health Screening Locations

Health screening stations for students, staff and visitors will be positioned immediately inside the main entrances of each school to minimize unnecessary exposure risk within buildings.

A single point of entry will be utilized in all schools to ensure that all students, staff and visitors consistently adhere to health screening protocols.

Signage displayed in visible locations outside each building will alert students, staff and visitors that face coverings and health screenings are required prior to building entry.

Social Distancing in Entrances, Exits and Common Areas

Alternate scheduling options will be implemented in all schools until further notice to reduce the number of students in each building and enable compliance with social distancing requirements.

Arrival/dismissal times will be staggered in district facilities that contain more than one school to reduce foot traffic and enable compliance with social distancing requirements.

Students transported via school bus will disembark individually or in small groups then proceed through screening stations as directed by designed staff members.

One-way routes will be designated in hallways to the greatest extent possible and directional arrows/social distancing spots will be affixed to floors to promote the orderly flow of foot traffic.

Staff will be assigned to monitor hallways to ensure compliance with traffic flow, social distancing and face covering requirements upon student entry/exit and during transitions within buildings.

Social distancing signage and visual supports will be prominently displayed throughout all buildings.

Schools will eliminate or significantly reduce transitions between classrooms during the school day until further notice to prevent mixing of student cohorts and enable social distancing requirements.

Students will be required to wear face coverings when social distancing requirements cannot be met during school arrival, dismissal and transitions unless doing so would inhibit the student's health or is otherwise impractical due to the student's age or disability.

Parents who elect to drop off/pick up their child from school will be directed to park their vehicle in a designated space and contact the main office and their child will be safely accompanied to/from the building by a designated staff member.



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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 tja 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.

Protocol for High Risk Staff Members:

Union County Educational Services Commission is committed to considering the unique needs of each staff member and supporting individuals who are impacted by COVID-19 by providing options for paid/unpaid leave and reasonable accommodations to the greatest extent permissible by law.

- Staff who request a leave of absence to care for themselves or a family member due to coronavirus quarantine, illness or symptoms; or to care for a child/children due to the closure of school or child care center are eligible for emergency paid leave pursuant to the Families First Coronavirus Response Act.
- Staff who request leave due to their own serious health condition (unrelated to COVID-19); to care for a family member with a serious health condition (unrelated to COVID-19); to bond with a newborn or newly-adopted child; or to care for a family member who is called to active duty or injured while a servicemember are eligible for unpaid leave pursuant to the Family and Medical Leave Act (FMLA) and/or New Jersey Family Leave Act (NJFLA).
- Staff who request modified duty due to underlying health conditions or those at “high risk” for severe illness from COVID-19 exposure as identified by the CDC are eligible for reasonable temporary accommodations to perform the essential duties of their position pursuant to the Americans with Disabilities Act.

Staff who wish to extended leave or modified duty are advised to contact the Executive Secretary to the Assistant Superintendent to schedule an appointment to discuss available leave options; use of accumulated paid sick, personal and family illness days; or to engage in an interactive process to identify reasonable accommodations in the workplace.

All requests must be submitted in writing and accompanied by relevant supporting documentation. All medical information pertaining to requests for leave or modified duty will remain confidential and will not be included in the personnel file of any staff member.

UCESC maintains the right to exclude staff members from work if a staff member shows symptoms or is diagnosed with COVID-19, has visited a state or country included on the self-quarantine list or otherwise has had known close contact with a COVID-19 positive individual.

Protocol for High Risk Students:

- UCESC Administrators will consider the health and safety of students with underlying medical conditions and/or at higher risk for severe illness when making decisions regarding assignments to in-person, remote, or hybrid scheduling options.
- Parents will be advised in writing of their child’s unconditional eligibility and the procedures for requesting fulltime remote learning pursuant to the supplemental guidance issued by the NJDOE on July, 24, 2020.
- Accommodations requested for students at higher risk for severe illness will be determined on a case-by-case basis in consultation with families/guardians, UCESC administration and staff, and sending school district representatives.
- UCESC maintains the right to exclude students from school if a student shows symptoms or is diagnosed with COVID-19, has visited a state or country on the self-quarantine list or otherwise has had known close contact with a COVID-19 positive individual.

Visitors:

No visitors will be permitted in UCESC schools without prior approval of building administration and only if the visitation is scheduled for essential school or district business until further notice in consideration of the health and safety of students and staff.

All non-emergency building inspections, maintenance and/or cleaning by outside contractors will occur when students and staff are not present in the building to the greatest extent possible.

Meetings, tours, intakes and other appointments should be conducted via telephone/videoconference to the greatest extent possible.

Approved visitors must submit to screening procedures outlined in Appendix E and provide personal contact information (i.e. address, telephone, email) to assist with contact tracing, as needed, prior to entry into the building.

Approved visitors are required to wear a face covering at all times while in schools.

Classroom observations are limited to one parent or representative of a sending school district for a maximum of thirty minutes per observation.

Schools will maintain a visitor log that includes the date, time and specific location(s) in the building in which approved visitors travel.

Administrators are responsible for developing building-based procedures to restrict unnecessary visitors into schools (i.e. mail deliver, student pickup/drop off).

Administrators maintain the right to prohibit entry or expel any visitor from school property if such visitor refuses to comply with screening and health protocols.



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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 H: Meals

Union County Educational Services Commission contracts Mascio's Food Services, Inc. to provide daily breakfast and lunch for students. District administrators met with the vendor representatives in July, 2020 to develop procedures to ensure the safe, uninterrupted and seamless provision of meals.

General Guidelines:

UCESC will continue to offer students healthy breakfast and lunch selections that meet requirements of the New Jersey Department of Agriculture Child Nutrition Program.

UCESC will ensure that eligible students assigned to hybrid or fulltime distance learning programs have the ability to pick-up meals at designated locations in their respective sending school districts.

Mascio's Food Services employees will be responsible for:

- Following district protocols for daily health screenings.
- Wearing face masks, face shields, and gloves during meal preparation and distribution.
- Washing hands after removing gloves or directly handling food service items.
- Using disposable food preparation and service items to the greatest extent possible.
- Frequently cleaning and sanitizing all food preparation and service areas.

Phase I:

Cafeteria service will be temporarily suspended in all UCESC schools.

Students will eat meals in classrooms to ensure social distancing is maintained at all times.

Prepackaged healthy "grab and go" meals will be delivered to classrooms.

Staff will encourage students to engage in proper hand washing before and after eating meals.

Phase II:

Cafeteria service will resume on a limited basis.

Students will adhere to social distancing while standing on serving lines.

Food service workers and meal selections will remain behind an acrylic barrier.

Meals will be served in disposable stadium-style cardboard trays with disposable prepacked cutlery.

Lunch schedules will be staggered and students may be assigned to eat in alternate locations outside the cafeteria to ensure that social distancing is maintained at all times.

Custodians will clean and sanitize cafeteria tables/surfaces between each meal service following protocols outlined in Appendix G: Facilities Cleaning Practices.



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**Appendix I:
Critical Area of Operation # 9 – Recess and Physical Education**

Phase I:

UCESC schools will temporarily suspend the use of gymnasiums and playgrounds for instruction upon the reopening of buildings to limit opportunities for student cohort mixing.

Crossroads School and Hillcrest Academy – North Campus will temporarily suspend daily/weekly physical educational classes held at the Clark Department of Recreation gymnasium.

Work Readiness Academy will temporarily suspend weekly fieldtrips to the RWJ Fitness Center.

Students will participate in classroom-based Health and Physical Education classes to ensure that social distancing requirements are maintained to the greatest extent possible.

Classroom-based and virtual instruction will be aligned to the NJ Student Learning Standards for Comprehensive Health and Physical Education with emphasis on the following “core ideas”:

- Personal Safety
- Emotional Health
- Health Conditions, Diseases and Medicines
- Community Health Services and Support

UCESC recognizes that engaging in daily movement activities is critical to the physical and emotional health of students of all ages. Schools will provide developmentally appropriate opportunities for students to engage in outdoor recess with no more than one class permitted outside at the same time.

Students will be required to wash hands immediately after returning from outdoor recess.

Phase II:

Gymnasium-based instruction will resume with no more than one class scheduled at the same time.

Physical Education Teachers will use floor markers, floor tape or cones to create visual boundaries and ensure social distancing is maintained to the greatest extent possible.

Instructional activities will limit or eliminate the direct contact and/or sharing of gym equipment. All equipment used by students will be cleaned and sanitized between each use.

Playgrounds will reopen on a limited basis with no more than one class permitted at the same time and structured to ensure social distancing is maintained to the greatest extent possible.

Custodians will clean/sanitize playground equipment after each use according to protocols outlined in Appendix G: Facilities Cleaning Practices.

Field trips to the Clark Department of Recreation and RWJ Fitness Center will resume at the discretion of the Superintendent. Facilities will also be required to submit an attestation form indicating their compliance with CDC-recommended mitigation practices for private businesses.



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**Appendix J:
Field Trips, Extra Curricular Activities and Use of Facilities**

Field Trips

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.

Recognizing that educational field trips and community-based instruction provide opportunities for students to explore content in a personally meaningful way, teachers will be encouraged to incorporate virtual field trips and community-based instruction into lesson plans.

The Director of Curriculum and Instruction will periodically distribute a list of virtual field trips differentiated to meet the needs of the diverse student populations served in the Commission.

Educational field trips and community-based instruction will be slowly and cautiously reintroduced at the sole discretion of the Superintendent based on input from local and County Health Officials.

Extra-Curricular Activities

UCESC schools offer limited extra-curricular activities due to transportation issues arising from the the Commission's status as a receiving district.

Extra-curricular activities will be suspended until such time the Commission fully resumes traditional instructional schedules in the interest of the health and safety of students and staff.

Use of Facilities Outside of School Hours

UCESC will temporarily suspend use of all district facilities outside of school hours by community organizations until further notice in the interest of the health and safety of students and staff.

After the first 30-days of the school year, requests to use district facilities will be considered on a limited case-by-case basis and subject to sole approval of the Superintendent.

Custodian staff will be responsible for implementing cleaning and sanitization protocols outlined in Appendix G immediately after any district facility is used outside of school hours.



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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 L:
District Restart Committee**

Union County Educational Services Commission established a District Restart Committee in July, 2020 to assist with the development and implementation of the Commission Plan.

Thus far, the meetings of this representative group of stakeholders have focused on disseminating the NJ Department of Education expectations for restart and recovery and ensuring open two-way communications between district administration and schools.

The District Restart Committee will serve an instrumental role upon reopening of schools given the importance of shared decision-making on anticipated revisions to the plan.

Therefore, the District Restart Committee will meet once per month, and more so if needed, according to a schedule distributed in September and continue until such time that all Commission schools resume traditional operation.

Assignments to the District Restart Committee may change over time at the discretion of the Superintendent with input from district principals and local education association leadership.

Terry Foppert, Superintendent
Michael Kowalski, Assistant Superintendent
Eric Larson, School Business Administrator

Dr. Jason Balsamello, Principal
Josh Bornstein, Director
Carrie Dattilo, Director
Reed Leibfried, Principal
Melissa McLaughlin, Supervisor
John Marquet, Principal
Paul Palozzola, Director
Robert Peneno, Supervisor
Pablo Samuel, Principal
Paul Savoia, Supervisor
Claudine Tantillo, Principal
David Young, Supervisor
Judi White, Interim Supervisor
Marialena Winter, Supervisor

Bashiru Seidu, Facilities Manager
Lorraine Vitiello, Transportation Coordinator
Eugene Bell, Special Education Teacher
Pat Cero, Nonpublic Teacher
Danielle Cicalese, Behavior Analyst
Pat Convery, Special Education Teacher
Sarah Cooke, Paraprofessional
Donna Gilchrist, Social Worker
Barbara Jones, Administrative Assistant
Sharlene McQuade, Special Education Teacher
Maria Prieto, School Nurse
Joanne Seebode, Nonpublic Teacher
Lynn Thorn, Administrative Assistant
Thomas Van Cleef, Social Studies Teacher



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**Appendix M:
Pandemic Response Teams**

Pandemic Response Teams were established in each school in July, 2020 to assist administrators in the development, implementation and evaluation of building-based plans to safely return to school and promote open lines of communication between staff and building/district administration.

Pandemic Response Teams should be comprised of representative cross-sections of stakeholders to include the following members, as determined appropriate by building administrators:

- Principal or Director
- Supervisor of Instruction
- Teachers
- Related Service Providers
- School Nurse
- School Social Worker
- Guidance Counselor
- Safety and Security Monitor
- School Secretary
- School Custodian
- Parents

Additional staff members can be assigned to Pandemic Response Teams at administrative discretion.

Administrators are required to appoint one Pandemic Response Team member to serve as a liaison to the District Restart Committee to promote consistency and coordinated actions across the district.

Administrators are advised to consolidate membership in the following committees as appropriate:

- Pandemic Response Teams
- School Safety and Climate Teams
- School Improvement Panels

Pandemic Response Teams are required to convene two meetings during the first month of school and a minimum of one meeting the following months until the district resumes traditional operation.

UCESC recognizes and appreciates the highly committed teachers and support staff who volunteered to serve as building leaders during this unprecedented time in public education.



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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 of 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 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.



**Union County Educational Services Commission
Restart and Recovery Plan
August, 2020**

**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.

Appendix P:

Remote Learning Options for Families

On July 24, 2020, the New Jersey Governor and Commissioner of Education published a guidance document indicating that parents may submit, and districts shall accommodate without condition, requests for full-time remote learning for their children during the 2020-21 school year.

The NJDOE guidance requires a Board Policy to address this new requirement for distance learning. On August 5, 2020, the UCESC Board of Directors will consider adoption of Board Policy 1648.02 – Remote Learning Options for Families that includes the following provisions:

Unconditional Eligibility for Full-Time Remote Learning

- All students are unconditionally eligible for full-time remote learning. Parents are not required to demonstrate a risk of illness or other criteria to support their request.

Procedures for Submitting Full-Time Remote Learning Requests:

- Parents may request that a full-time remote learning program for their child by submitting a written request to the Principal of the school in which their child is enrolled.
- Requests shall be provided to the Principal at least 10 calendar days before the student is eligible to begin full-time remote learning.
- The Principal will review the parent's request and provide written approval for full-time remote learning, including the date the program will begin, within 10 calendar days of receiving the parent's request.
- The full-time remote learning program provided for the student will be of the same quality, rigor, and scope of instruction and other educational services as any other student otherwise participating in traditional or hybrid instructional programs.
- UCESC will make its best effort to ensure that students participating in full-time remote learning have access to requisite educational technology and receive special education and related services as recommended to the greatest extent possible.

Procedures to Transition from Full-Time Remote Learning to In-Person Services:

- Students are eligible to transition from full-time remote learning back to traditional in-person instruction, if traditional in-person services are being provided in the school, beginning 30 school days after the full-time remote learning program was implemented.
- Parents may request their child return to traditional in-person instruction by submitting a written request to the Principal at least 5 days prior to the requested return date.
- The Principal will review the parent's request and provide written approval for traditional in-person instruction, including the date the program will begin, without undue delay.