



**ESC NJ Road To Recovery
Restart & Recovery Plan for
Education**

Board Approved

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

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

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

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

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

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

The ESCNJ Road to Recovery Plan is aligned with the requirements outlined in the NJDOE Guidance. The Appendices section of the ESCNJ Road to Recovery Plan include the Commission’s unique and locally developed protocols to ensure school(s) in the Commission

reopen safely and are prepared to accommodate staff and students' unique needs during this unprecedented time.

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

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

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

A. Conditions for Learning

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

1) General Health & Safety Guidelines

a) Communication

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

b) Staff at Higher Risk

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

c) Students at Higher Risk

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

d) Following of CDC Guidelines & ESCNJ Implementation

- i) All faculty, staff, and students will be encouraged to engage in behaviors that reduce the spread of COVID-19 following CDC guidelines for schools and childcare programs (<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>).
 - ii) Promoting behaviors that reduce spread:
 - (1) Stay home when appropriate
 - (2) Hand hygiene and respiratory etiquette
 - (3) Face coverings
 - (4) Signs and messages
 - iii) Faculty, staff, and all visitors to ESCNJ schools and offices will be required to wear face coverings unless they have underlying health conditions that precludes them from doing so. Students will be encouraged to wear facemasks, taking into consideration their behavioral, sensory, and medical needs.
 - iv) Faculty, Staff, and parents will be provided workshops on strategies for reducing the spread of COVID-19 as applicable to ESCNJ schools and programs.
 - (1) Additional professional development days for staff at the beginning of the school year focusing on health/safety procedures, social emotional learning/wellbeing, and refresher on “Remote Instruction Best Practices.”
 - (2) Virtual parent presentations to discuss reopening procedures, hygiene practices, and “How Tos” for technology usage in remote instruction.
 - v) Students will be provided instruction during the school day on appropriate hygiene practices that reduce the spread of COVID-19. Instruction will be based on individual student needs.
 - vi) Signs that promote hand hygiene and the proper way to wear face masks will be posted in highly visible locations such as building entrances, restrooms, common use areas, etc.
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2) Classrooms, Testing, & Therapy Rooms

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

Ensure that our indoor facilities have adequate ventilation, including operational heating, and ventilation systems where appropriate. Recirculated air must have a fresh air component. Filter(s) for A/C units must be maintained and changed according to manufacturer

recommendations. Windows should be opened when A/C is not provided. Increase circulation of outdoor air as much as possible, for example, by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility.

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

a) Classrooms

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

b) Therapy/Related Services Rooms

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

c) Other Rooms

- i) Lunchroom/Cafeteria
 - (1) Lunch will take place in the classroom until further notice.
 - (2) Further information on delivery of lunches can be found in the *Meals* section below.
- ii) Special Areas (e.g., Pre-Vocational Room, Cafe, Daily Living, etc.)

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

d) Hand Sanitizing Stations

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

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

3) Transportation

- a) As a receiving school district, ESCNJ is not responsible for transporting its students to and from home. ESCNJ will work collaboratively with sending school districts and transportation companies to ensure adherence to established protocols and maintaining student safety.
- b) Since many ESCNJ students have significant disabilities and associated health concerns, students may not be able to wear face masks during transportation.

- c) A system will be set up by individual schools to monitor, document, and report to sending districts and bus companies any breaches in established COVID-19 related transportation protocols.
 - d) Modifications may need to be made to student arrival/departure procedure to accommodate anticipated increase in number of buses and parent drop-offs. Due to the differences in facilities layout, the procedures may vary slightly by school. Strategies may include, but are not limited to, staggering parent drop-off time, parent vehicles remaining in line with buses, assigning buses/students to specific entrances, etc. To the greatest extent possible, parents/guardians are not to enter the school building during arrival and departure.
 - e) School-based Recovery & Reopening Teams (Pandemic Response Teams) will need to assess and determine if new arrival and departure procedures are warranted.
 - f) CBI Vehicles
 - i) When CBI trips resume, students and staff on such trips will wear face coverings and practice hand hygiene when riding the van as they do during other times.
 - ii) Students will be reminded about practices that reduce the spread of COVID-19 before they board the vans.
 - iii) Student seating on CBI vans will allow social distancing to the greatest extent possible.
 - iv) Vehicles will be thoroughly cleaned / sanitized in between trips following CDC guidance for bus transit operators. <https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html>
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4) Student Flow, Entry, Exit, & Common Areas

- a) Schools will determine multiple routes for arrival and dismissal to limit traffic through each entrance. Minimize the interaction of students between drop-off and entrance to the school building.
- b) Face masks will be utilized when physical distancing (six feet) cannot be maintained during transitions throughout the building to the greatest extent possible.
- c) Physical guides (e.g., tape on floors or sidewalks and signs on walls) will be provided to ensure that staff and students remain at least 6 feet apart in lines and at other times.
- d) Create “one-way routes” in hallways as needed and as appropriate.
- e) Schedules will stagger the number of classrooms in the hallways at a given time.
- f) No large group gatherings.
- g) Reminders of proper protocols and hygiene advice will be posted around the building.

- h) If feasible, install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).
- i) Limit access, if at all, to lockers/cubbies to keep students from congregating in one area either in the hallway or classrooms.
- j) School-based Recovery & Reopening Teams (Pandemic Response Team) to assess and determine appropriateness of arrival, departure, and school/student flow for their particular school building.

k) Fire Drills and School Security Drills

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

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

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

- a) Screening of Faculty/Staff and Students
 - i) ESCNJ faculty/staff will complete a questionnaire related to COVID-19 symptoms and history of exposure each morning before reporting to work. Faculty/staff who

- have symptoms related to COVID-19 will be directed to stay home and follow guidelines set forth by NJDOH and / or the Middlesex County Health Office.
- ii) Students' temperature will be taken upon arrival by a school nurse or other designated staff. Staff responsible for taking temperature and screening students for other COVID-19 symptoms will be equipped with PPE recommended by state and / or county health office. Students presenting with temperature above 100.4 degrees F will be moved to an isolated room identified in each building by the School-based Recovery & Reopening Team (Pandemic Response Team) to be further evaluated by the school nurse. Should the student need to be dismissed from school following this medical evaluation, the student will await pick-up from a parent/ guardian in this isolated room.
 - iii) Results from the nurse's medical evaluation will be documented and reported following NJDOH guidance <https://www.nj.gov/health/cd/reporting/index.shtml>
- b) Isolation of Symptomatic Faculty/Staff and Students
- i) Students who present with COVID-19 related symptoms will be isolated in a designated isolation room. (Each school will identify and designate such a room following CDC guidelines). A staff member wearing recommended PPE will remain with the student until a parent comes to pick up the student. Adequate amount of personal protective equipment (PPE) is available, accessible, and provided for use.
 - ii) Nurse will provide a continuous monitoring of symptoms.
 - iii) Students with symptoms will NOT be sent home on the school bus.
- c) Parent Expectations
- i) Expectations for parents on keeping their child home when sick and picking them up in a timely manner when the student shows symptoms while at school will be made clear during parent training at the beginning of the school year.
 - ii) Parent/guardian contact information will be updated at the beginning of the school year and checked periodically to make sure it is up to date.
 - iii) Parents to complete student daily health questionnaire via the parent portal on Genesis.
- d) School Visitors
- i) Visitors to schools will be extremely limited, for example, to parent tours upon request, and LEA or other agency representatives who may not be able to fulfil their responsibilities in a virtual manner.
 - ii) Faculty, staff, and all visitors to ESCNJ schools and offices will be required to wear face coverings unless they have underlying health conditions that preclude them from doing so. Students will be encouraged to wear facemasks, taking into consideration their behavioral, sensory, and medical needs.
 - (1) Exceptions:
 - (a) Doing so would inhibit the individual's health.
 - (b) The individual is in extreme heat outdoors.
 - (c) The individual is in water.
 - (d) A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering.

(e) The student is under the age of two (2) and could risk suffocation.

e) Contact Tracing

- i) Methods to assist in contact tracing include maintaining records of groups/cohorts, assigned staff, and daily attendance.
- ii) Sign-in sheet at every classroom doorway - anyone other than the “core group” entering the classroom must sign-in. Staff will carry their own pen for signing in.

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

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

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

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

6) Contact Tracing

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

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

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

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

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

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

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

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

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

1. Social Emotional Learning and School Climate & Culture

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

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

2. Restraint/Seclusion Procedures & Considerations

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

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

3. Wraparound Supports

- Mental Health Supports

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

4. Food Service and Distribution

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

C. Leadership and Planning

1. ESCNJ Recovery & Reopening (Restart) Committee

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

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

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

3. Scheduling

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

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

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

4. **Staffing**

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

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

Administrators:

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

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

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

Teachers:

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

Therapists:

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

Case Managers and/or BCBA:

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

Instructional Aides:

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

6. Educator Roles Related to School Technology Needs

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

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

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

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

E. Continuity of Learning

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

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

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

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

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

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

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

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

2. Technology & Connectivity

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

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

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

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

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

Hotspots (Verizon/T-Mobile)

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

Documentation for Staff.

Quick Start Guides and Documentation for Parents/Students.

Review Acceptable Use Policy (AUP).

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

3. Curriculum, Instruction, and Assessment

- Please see the Continuity of Instruction plan found above.

- Assessment of student regression during emergency closure during first 2 – 3 weeks of school reopening:
 - Academic
 - Behavioral
 - Emotional/Social
 - Therapeutic

- Based on assessment results, may need to revise IEP Goals & Objectives, instructional strategies, etc.

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

4. Professional Learning

- Professional Development and in-service trainings to be developed based on the needs of each school/department.

- Faculty/staff will be provided in-service trainings in remote instruction and teletherapy best practices at the beginning of the school year.

- Through their PLC’s, faculty will work on improving knowledge and delivery of high-quality instruction using online platforms such as Google classroom and Schoology, and video-conferencing tools.

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

Appendix A

Additional ESCNJ Procedures & Considerations

School Calendar Revisions

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

Personal Protective Equipment (PPE)

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

Social Distancing Guidelines

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

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

School/Program Name Here

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

A. Conditions for Learning

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

1) General Health & Safety Guidelines

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

2) Classrooms, Testing, & Therapy Rooms

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

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

3) Transportation

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

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

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

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

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

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

6) Contact Tracing

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

7) Facilities Cleaning Practices

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

8) Meals

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

9) Recess/ Physical Education

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

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

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

Academic, Social, and Behavioral Supports

Social Emotional Learning and School Climate & Culture

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

Restraint/ Seclusion Procedures & Considerations

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

Educator Well-being

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

School Culture and Climate

- Identify activities to address school culture and climate.

Additional Considerations:

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