



**Northwest Essex Community HealthCare Network Inc.  
Therapeutic School & Preschool**

# **RESTART & RECOVERY PLAN**

**The well-being and safety of our students and staff is our number one priority.**

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# RESTART & RECOVERY INDEX

## 1. Introduction

- A. Guideline Principle and Objectives
- B. Timeline
- C. Process

## 2. Health and Safety

### A. Conditions for Learning

- 1. General Health and Safety Guidelines
- 2. Classrooms, Testing, and Therapy Rooms
- 3. Transport
- 4. Student Flow, Entry, Exit, and Common Areas
- 5. Screening, PPE, and response to Students and Staff Presenting Symptoms
- 6. Contact Tracing
- 7. Facilities Cleaning Practices
- 8. Meals
- 9. Recess/Physical Education
- 10. Extracurricular Activities and Use of Facilities Outside of School Hours

### B. Academic, Social, and Behavioral Supports

- 1. Social Emotional Learning (SEL) and School Climate and Culture
- 2. Multi-Tiered Systems of Support (MTSS)
- 3. Wraparound Supports
- 4. Food Service Distribution

## 3. Leadership and Planning

- A. School Restart Team & Pandemic Response Team
- B. Scheduling
- C. Staffing
- D. Educator Roles Related to School Technology Needs



**4. Policy and Funding**

- A. School Funding/Tuition Based

**5. Continuity of Learning**

- A. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
- B. Technology and Connectivity
- C. Curriculum, Instruction, and Assessments
- D. Professional Learning
- E. Career and Technical Education (CTE)



# RESTART & RECOVERY

## GUIDING PRINCIPLE & OBJECTIVES

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### No one becomes sick with Covid-19 because of the educational environment.

Our guiding principle for this process is one that drives every decision we make as educators and school leaders: we must ensure the safety and well-being of our students and our staff.

In this current existing reality, this guiding principle becomes ever more important as we must do all we can to create a system of procedures that puts safety measures in place to ensuring that no one becomes sick with Covid-19 because of the educational environment.

Our decisions will be made based on the research from the [Center for Disease Control](#) and the [New Jersey Department of Education](#).

1

**Meets/Exceeds Safety Guidelines**

Our plan will meet or exceed the health and safety guidelines listed in NJDOE Guidance for Reopening & CDC Guidelines.

2

**Choice and Criteria**

Our plan will identify areas for choice and criteria for choice when applicable.

3

**Options**

Our plan will list preferred option and secondary option for choice when applicable.

4

**SEL**

Our plan will include social and emotional support for students, staff, and families so that everyone feels safe and knows their voice matters.

5

**Instruction**

Our plan will ensure quality instruction.

6

**Climate**

Our plan will create a positive culture and climate.

7

**Accessible**

Our plan will provide clear and accessible guidance for all stakeholders.

8

**Adjust & Adopt**

A student schedule will be based on information that we are still acquiring, such as existing space, alternative space.



## RESTART & RECOVERY EVENTS OF JULY 2020 & August

		1	2	3
			9:30-11:30 NECHNTSPS Administration Team meets for preliminary discussions on organization of Restart and Recovery Plan.	
6	7	8	9	10
9:30-11:30 NECHNTSPS Pandemic Response Team meets for preliminary discussions Restore and Recovery Plan		9:30 - 12:00 Administrative Response Team meet for preliminary discussions on all 10 critical areas		
13	14	15	16	17
			Review and revise plan critical areas and begin draft	
20	21	22	23	24
Revision review of 10 critical areas of operations	Review and revise Restart and Recovery Plan	Review and revise Restart and Recovery Plan	Review and revise Restart and Recovery Plan	Review and revise Restart and Recovery Plan
27	28	29	30	31
Completion of plan.				
3	4	5	6	7
				Plan submitted to Essex County Department of Education and New Jersey Department of Education.



## **RESTART & RECOVERY**

### **TIMELINE**

<b>6/26/2020</b>	<b>Governor Murphy and New Jersey Department of Education release a state guide to reopening schools: The Road Back.</b>
<b>7/2/2020</b>	<b>NECHNTSPS Administration Team meets for preliminary discussions on organization of Restart and Recovery Plan.</b>
<b>7/6/2020</b>	<b>NECHNTSPS Pandemic Response Team meets for preliminary discussions on Critical Area</b>
<b>7/7/2020</b>	<b>School Pandemic Response Team meets for preliminary discussions on Critical Area 3. Transportation.</b>
<b>7/8/2020 - 7/14/20</b>	<b>Draft procedures and protocols for preliminary discussions on all 10 critical areas for reopening</b>
<b>7/16/2020</b>	<b>Committee meets and is introduced to the process. committees begin drafting a procedures and protocols for reopening</b>
<b>7/20/2020</b>	<b>Revisions and review of 10 critical areas</b>
<b>7/21/2020 - 7/27/20</b>	<b>Review and revise restart and recovery plan</b>
<b>7/27/20</b>	<b>Completion of plan</b>
<b>8/7/20</b>	<b>Submit plan to Executive Director for approval</b>
<b>8/7/2020</b>	<b>Plan submitted to Essex County Department of Education and New Jersey Department of Education. Plans shared with all NECHNTSPS families.</b>



# RESTART & RECOVERY

## UNDERSTANDING OUR TEMPLATE

### GUIDING PRINCIPLE

**NO ONE BECOMES SICK WITH COVID-19 BECAUSE OF THE EDUCATIONAL ENVIRONMENT.**

#### CRITERIA FOR SUCCESS

1. Meet or exceed the health and safety guidelines listed in NJDOE Guidance for Reopening & CDC Guidelines.
2. Identify areas for choice and criteria for choice when applicable.
3. List preferred option and secondary option for choice when applicable.
4. Includes social and emotional support for students, staff, and families so that everyone feels safe and knows their voice matters.
5. Ensure quality instruction.
6. Create a positive culture and climate.
7. Clear and accessible guidance for all stakeholders (language, no jargon).

Area:

<-Click here to access NJDOE *The Road Back*

ISSUE	SOLUTION/TASKS	ALTERNATIVES FOR OPTIONS, OPTIMAL AND SECONDARY	CRITERIA TO ACCESS OPTIONS	PERSON(S) RESPONSIBLE
<p>These are the issues that were derived from the NJDOE guidelines; these are the problem areas in which identifying solutions are essential.</p>	<p>Listed under this heading are the solutions for the issue, or the tasks that might have to be carried out in order to arrive at the solution in the future.</p>	<p>Options allow committees to come up with two specific processes to use to implement solutions. The secondary solution is</p>	<p>The criteria is the conditions that would necessitate the secondary option being used. If we can't achieve the optimal solution, we will need to use the secondary solution.</p>	<p>The individual or groups of individuals identified to ensure the solution is implemented</p>



## **RESTART & RECOVERY**

### **HEALTH & SAFETY: CONDITIONS FOR LEARNING**

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#### **INTRODUCTION**

Throughout this Health and Safety Section, the provisions marked "anticipated minimum standards" as outlined in the NJDOE Guidance have been incorporated into the School's Plan and related protocols, as applicable. 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 Agency'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. District officials should abide by the advice of 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 this Plan.

#### **TEN CRITICAL AREAS OF OPERATION**

1. General Health And Safety Guidelines
2. Classrooms, Testing, And Therapy Rooms
3. Transportation
4. Student Flow, Entry, Exit, And Common Areas
5. Screening, Ppe, And Response To Students And Staff Presenting Symptoms
6. Contact Tracing
7. Facilities Cleaning Practices
8. Meals
9. Recess/Physical Education
10. Extracurricular Activities And Use Of Facilities Outside Of School Hours





## Restart & Recovery

### 1. General Health and Safety Guidelines

In all stages and phases of pandemic response and recovery, schools must comply with Center for Disease Control (CDC), state, and local guidelines. Schools must also provide reasonable accommodations for staff and students at higher risk for severe illness and promote behaviors that reduce spread, such as social distancing, frequent hand washing, and the use of face coverings.

#### Guiding Principle

**No one becomes sick with Covid-19 because of the educational environment.**

#### Criteria for Success

- Meet or exceed the health and safety guidelines listed in NJDOE Guidance for Reopening & CDC Guidelines
- Identify areas for choice and criteria for choice when applicable
- List preferred option and secondary option for choice when applicable
- Includes social and emotional support for students, staff, and families so that everyone feels safe and knows their voice matters
- Ensure quality instruction
- Create a positive culture and climate
- Clear and accessible guidance for all stakeholders (language, no jargon)

Issue	Solution/Tasks	Alternatives for Options, Optimal and Secondary	Criteria to access alternatives	Person(s) responsible
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<p><b>Ensuring health and safety of all staff in school including those identified as high risk- Face Covering/PPE</b></p>	<ul style="list-style-type: none"> <li>• All staff will be provided and expected to wear face masks at all times, unless exempt due to personal health needs (medical documentation required).</li> <li>• Staff can elect to wear gloves, face shields and protective gowns, which will also be provided. This additional personal protective equipment will be encouraged in certain situations.</li> <li>• Staff will be advised to have a change of clothes available.</li> <li>• School will utilize cues and signage as reminders for face covering guidelines.</li> </ul>	<p><b>Optimal Specifications</b> All staff wear face masks at all times.</p> <p><b>Secondary Specifications</b></p> <ul style="list-style-type: none"> <li>• Staff wear face masks when social distancing cannot be maintained.</li> <li>• Staff wear only clear face shields when personal health needs require.</li> </ul>	<p>If social distancing cannot be maintained: Personal health needs exempt staff members from wearing a face mask. (medical documentation required).</p>	<p>All Staff</p>
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<p><b>Ensuring health and safety of all staff in school including those identified as high risk - Social Distancing</b></p>	<ul style="list-style-type: none"> <li>• Staff will be expected to maintain social distancing requirements at all times and in all areas of the school, as appropriate.</li> <li>• When social distancing is not possible, physical barriers and other safety measures will be utilized to maintain safety.</li> <li>• NECHNTSPS will explore fixed &amp; temporary space alternatives to create more distance and de-densify school.</li> <li>• Provide movable physical barriers during instructional settings in which social distancing cannot be maintained.</li> <li>• The School will utilize cues, physical guidance such as tape on the floors and</li> </ul>	<p><b>Optimal Specification</b> Staff will maintain social distancing requirements at all times and in all areas of the school.</p> <p><b>Secondary Specification</b> If social distancing is not possible, physical barriers and other safety measures will be utilized.</p>	<p>If social distancing cannot be maintained.</p>	<p>All Staff</p>
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	signage as reminders for social distancing guidelines.			
<b>Ensuring health and safety of all staff in school including those identified as high risk - Handwashing</b>	<ul style="list-style-type: none"> <li>• Hand washing and sanitizing stations will be provided across the building and in classrooms.</li> <li>• School will utilize cues and signage as reminders for hand hygiene &amp; respiratory etiquette guidelines.</li> <li>• Students will wash hands at least 20 seconds before eating, after using the bathroom, after blowing their nose/coughing and sneezing.</li> </ul>	<p><b>Optimal Specification</b> Hand washing and sanitizing stations will be available in the building and classrooms.</p> <p><b>Secondary</b> At least 60% alcohol in the hand sanitizer used within the building.</p>		
<b>Supporting high risk staff who cannot be present in school.</b>	The NECHNTSPS will develop a protocol for the utilization of high-risk staff who cannot be present in the building (i.e. virtual instructors)	<p><b>Optimal Specification</b> High risk staff will be utilized remotely.</p>	<ul style="list-style-type: none"> <li>• Medical documentation required to determine high risk status.</li> <li>• A formal diagnosis &amp;</li> </ul>	High Risk Staff Member Building Administrator Building Nurse



			<p>explanation of high risk status will be required every 90 days</p>	
<p><b>Ensuring health and safety of all students in school including those identified as high risk-Face Covering/PPE</b></p>	<ul style="list-style-type: none"> <li>● All students will be provided and encouraged to wear face masks at all times, unless personal health needs require, they do not, or they are incapable of doing so.</li> <li>● All students will be expected to wear face masks when social distancing cannot be maintained.</li> <li>● When students are averse to wearing a mask, a teaching protocol will be implemented to help facilitate use.</li> <li>● Social distancing maintained in all areas of the school.</li> <li>● The School will utilize cues and</li> </ul>	<p><b>Optimal Specifications</b></p> <ol style="list-style-type: none"> <li>1. All students are encouraged to wear face masks at all times.</li> <li>2. All students are expected to wear face masks when social distancing cannot be maintained.</li> <li>3. Signs and messaging utilized to promote behaviors which reduce spread.</li> <li>4. Larger rooms will be used as classrooms to allow for social distancing if needed.</li> </ol>	<ul style="list-style-type: none"> <li>● If social distancing cannot be maintained.</li> <li>● Personal health needs exempt students' from wearing a face mask.</li> </ul>	<p>Building administrator</p> <p>School nurse</p> <p>Teachers</p>



	<p>signage as reminders for face covering guidelines.</p>			
<p><b>Ensuring health and safety of all students in school including those identified as high risk-Social Distancing</b></p>	<ul style="list-style-type: none"> <li>• Students will be kept in their classroom to minimize contact with other students.</li> <li>• Student movement throughout the building will be minimized whenever possible.</li> <li>• Social distancing maintained in all areas of the school.</li> <li>• The School will utilize cues and signage as reminders for social distancing guidelines.</li> </ul>	<p><b>Optimal Specifications</b></p> <ul style="list-style-type: none"> <li>• Students will be kept in their classroom and mixing of groups will be avoided.</li> <li>• Minimize student movement.</li> <li>• Social distancing maintained in all areas of the school.</li> <li>• Signs and messaging utilized to promote behaviors which reduce spread.</li> </ul>		<p>Building administrator school nurse Teachers</p>
<p><b>Ensuring health and safety of all students in school including those identified as high risk-Hand Washing</b></p>	<ul style="list-style-type: none"> <li>• Hand washing and sanitizing stations will be provided across buildings and in classrooms.</li> <li>• The School will utilize cues and signage as reminders for hand hygiene &amp;</li> </ul>	<p><b>Optimal Specification</b></p> <ul style="list-style-type: none"> <li>• Hand washing and sanitizing stations will be available in the building and classrooms.</li> <li>• Signs and messaging utilized to promote</li> </ul>		<p>Building Administrator  Building Nurse  Teachers</p>



	respiratory etiquette guidelines.	behaviors which reduce spread.		
<b>Supporting high risk students who cannot be present in school or students/families who opt out of in-person instruction.</b>	NECHNTSPS will develop a protocol for the provision of remote instruction for students who will not be present in the building.	<b>Optimal Specification</b> High risk students and students/families who opt out of in-person instruction will be provided with virtual instruction.		Building High risk student/ family Administrator  Building Nurse  Teachers
<b>Maintaining communication with local and state authorities</b>	<ul style="list-style-type: none"> <li>• NCHENTSPS will adopt a Chain of Command to be utilized for situations including but not limited to:</li> <li>• Identification of symptoms</li> <li>• Positive test results</li> <li>• Staff concerns</li> <li>• This Chain of Command will create a process for communication from the school, to the agency and ultimately state authority levels when appropriate.</li> </ul>	<b>Optimal Specification</b> NECHNTSPS staff will utilize a Chain of Command, creating a process for communication from the school, to the district level and ultimately local and state authority levels when appropriate.		All Staff



<p><b>Promoting behaviors that reduce spread</b></p>	<p>Staff and students will be encouraged to stay at home when not feeling well (i.e., Deemphasize strive for perfect attendance)</p>	<p><b>Optimal Specification</b> The school will further promote behaviors which reduce spread by encouraging staff and students to stay home when not feeling well.</p>	<ul style="list-style-type: none"> <li>• Medical documentation required to determine high risk status</li> </ul>	<p>All Staff &amp; Students</p>
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## RESTART & RECOVERY

### 2. Classrooms, Testing, and Therapy Rooms

Schools and districts must allow for social distancing to the maximum extent possible. When social distancing is difficult or impossible, face coverings are required, and face coverings are always required for visitors and staff unless it will inhibit the individual’s health. School districts must also minimize use of shared objects, ensure indoor facilities have adequate ventilation, prepare and maintain hand sanitizing stations, and ensure students wash hands frequently.

#### Guiding Principle

**No one becomes sick with Covid-19 because of the educational environment.**

#### Criteria for Success

- Meet or exceed the health and safety guidelines listed in NJDOE Guidance for Reopening & CDC Guidelines
- Identify areas for choice and criteria for choice when applicable
- List preferred option and secondary option for choice when applicable
- Includes social and emotional support for students, staff, and families so that everyone feels safe and knows their voice matters
- Ensure quality instruction
- Create a positive culture and climate
- Clear and accessible guidance for all stakeholders (language, no jargon)

#### Area: Classrooms, Testing, and Therapy Rooms

SOCIAL DISTANCINGS				
Issue	Solution/Tasks	Alternatives for Options, Optimal and Secondary	Criteria to access alternatives	Person/s responsible



<p><b>Minimize movement of students throughout the building.</b></p>	<ul style="list-style-type: none"> <li>• When appropriate, students remain in one classroom and staff rotates in</li> <li>• One student in the bathroom at a time accompanied by an adult</li> <li>• Bathroom schedules</li> <li>• In the event that student movement within the building can be increased, the school will complete an inventory of other potential therapy spaces to ensure social distancing requirements can be maintained.</li> <li>• Grouped therapies will be limited to students in the same cohort.</li> <li>• PT has option to push into Physical Education classes</li> <li>• Explore assigning one therapist to a classroom, when possible</li> <li>• Begin school year with specials pushing in classrooms. In the event that student movement within the building can be increased, schools will complete an</li> </ul>	<ul style="list-style-type: none"> <li>• Identified Therapy area(s) close to classrooms</li> <li>• Diapering in the bathroom</li> </ul>	<p>Multiple therapies/specials occurring within classroom</p>	<p>Teachers Therapists Admin (for scheduling)</p>
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inventory of other potential special area spaces to ensure social distancing requirements can be maintained.

### FACE COVERINGS/PPE

Issue	Solution/Tasks	Alternatives for Options, Optimal and Secondary	Criteria to Access Options	Person(s) Responsible
<b>Face Coverings:</b> <b>Staff</b> <b>Students</b> <b>Visitors</b>	<b>Masks (including clear mouth):</b> <ul style="list-style-type: none"> <li>● At all times</li> <li>● ALL STAFF</li> <li>● ALL VISITORS</li> <li>● ALL STUDENTS that are capable</li> <li>● Face Shields available for staff who desire</li> <li>● Extra supply of masks to provide to visitors who may have forgotten.</li> </ul>	<ul style="list-style-type: none"> <li>● No mask required only if appropriate medical documentation, or, if a student is in the process of learning to wear a mask.</li> <li>● If no mask, then use of physical barriers to maintain safety.</li> </ul>	Appropriate medical documentation.	ALL Staff



<p><b>Placement of students' desks/work areas</b></p>	<ul style="list-style-type: none"> <li>● Instructional areas/desks 6 ft apart</li> <li>● Removal of some tables/furniture.</li> <li>● One student per instructional center, or, two students at each end of large tables.</li> <li>● Desks facing forwards</li> <li>● Dividers placed on desks//tables</li> <li>● Students each have designated center/desk/table</li> </ul>	<ul style="list-style-type: none"> <li>● Wear PPE (mask/face shield) when social distancing is not possible.</li> <li>● Separate therapy area close to classrooms- order gym floor tape to make markings of social distance</li> </ul>	<ul style="list-style-type: none"> <li>● Social distancing not possible</li> <li>● Classrooms too crowded to host all therapies</li> </ul>	<p>Classroom staff Therapists Nurse Principal</p>
<p><b>Physical Barriers</b></p>	<ul style="list-style-type: none"> <li>● Divider - must remain in a specific room.</li> <li>● Face shields</li> <li>● Masks (regular and clear panel)</li> </ul>	<p>NONE</p>	<p>NONE</p>	<p>School Secretaries (Ordering) Classroom / Therapy Staff</p>

**SHARED MATERIALS**

Issue	Solution/tasks	Alternatives for Options, Optimal and Secondary	Criteria to Access Options	Person(s) Responsible
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<p><b>Sharing of instructional materials</b></p>	<ul style="list-style-type: none"> <li>● Students have their own writing materials, etc.</li> <li>● Own art materials</li> <li>● Appropriate storage containers for individual student materials, to be placed by each student's work areas.</li> </ul>	<p>Shared materials with strict sanitization protocols</p>	<p>Unable to accommodate separate materials</p>	<p>Classroom / Therapy Staff Special Area Teachers</p>
<p><b>Keeping Materials Separated</b></p>	<p>Individual "Therapy Boxes"/Sensory Bins</p> <ul style="list-style-type: none"> <li>● Disinfectant sprays (Lysol) or Child friendly hand sanitizer <ul style="list-style-type: none"> <li>● Separate Bins with manipulatives and materials in each</li> <li>● Laminated or sheet protectors for materials to be shared that are easy to wipe down.</li> <li>● Fine Motor Centers with individual OT boxes</li> <li>● Color coded materials to differentiate between students</li> <li>● Students belongings will be separated in individually label cubbies</li> <li>● Use of Lysol spray on computers and other</li> </ul> </li> </ul>	<p>books and materials kids use at school remain in the school</p>	<p>Unable to accommodate separate materials</p>	<p>Teachers Therapists</p>



	shared items.			
<b>Teacher/TA/Therapist responsibility for cleaning and sanitizing</b>	Staff clean surfaces and equipment directly following activity using approved wipes (Lysol etc.)	<ul style="list-style-type: none"> <li>• Designate one staff during set time period to be “cleaner”</li> <li>• Allow last 5 minutes of each period for cleaning</li> </ul>	<ul style="list-style-type: none"> <li>• Must have readily available supplies of wipes/cleaning materials etc. (In past staff have purchased own as school does not have)</li> </ul>	Teacher/TA/Therapist

### ADEQUATE VENTILATION

Issue	Solution/Tasks	Alternatives for Options, Optimal and Secondary	Criteria to Access Options	Person(s) Responsible
<b>Ventilation/Fresh Air</b>	<ul style="list-style-type: none"> <li>• Air Purifiers/AC’s</li> <li>• Filter Cleaning/Checks</li> <li>• Classrooms and offices with building wide ACs- install new filters</li> <li>• Open Windows (unless raining in- when possible)</li> </ul>	<p><b>Optimal</b></p> <ul style="list-style-type: none"> <li>• Installation of room air purifiers all classes</li> <li>• New filters (special filters needed for room ACs?)</li> <li>• All classes open windows daily</li> </ul>		Teachers Therapist TA BA Principal Custodians

### HAND SANITIZING

Issue	Solution/Tasks	Alternatives for Options, Optimal and Secondary	Criteria to Access Options	Person(s) Responsible
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<p><b>Hand Washing and Sanitizing Stations</b></p>	<ul style="list-style-type: none"> <li>• Hand Sanitizer in all rooms (meets minimum alcohol content)</li> <li>• hands free or pump?</li> <li>• Portable hand-washing stations</li> </ul>	<p><b>Optimal</b></p> <ul style="list-style-type: none"> <li>• Inside room installed hands free, alcohol (60%+) based sanitizer (need adequate supplies /refills)</li> </ul>	<p>Multiple Individual pump bottles available within room to minimize movement</p>	<p>Building Host custodians Principals Business Admin Secretaries/ ordering supplies</p>
<p><b>Teacher/Para/Therapist responsibility for cleaning and sanitizing</b></p>	<p>Staff clean surfaces and equipment directly following activity using approved wipes (Lysol etc.)</p>	<ul style="list-style-type: none"> <li>• Designate one staff during set time period to be “cleaner”</li> <li>• Allow last 5 minutes of each period for cleaning</li> </ul>	<p>Must have readily available supplies of wipes/cleaning materials etc. (In past staff have purchased own as school does not have)</p>	<p>Teacher, paras, therapists Secretaries/ ordering supplies</p>
<p><b>Visual markings demarking social distancing</b></p>	<ul style="list-style-type: none"> <li>• Stickers/Decals to mark floor</li> <li>• Reminders throughout buildings about social distancing/cover cough/wash hands</li> </ul>	<ul style="list-style-type: none"> <li>• Floor tape &amp; cut-outs to mark where students will stand when getting online</li> <li>• Arrows to show one way in halls or in stairwells</li> <li>• Signs throughout building as reminders</li> </ul>	<p>Purchase tape &amp; decals or pictures Make posters for halls, classrooms, bathrooms</p>	<p>Teachers Classroom staff Principals</p>
<p><b>Testing Areas</b></p>	<p>CST’s do testing in the conference room</p>	<p>NONE - to avoid unnecessary people in the building</p>	<p>NONE</p>	<p>Case managers Parents Student</p>



<b>Staff/CST/Family Meetings</b>	All Virtual	<ul style="list-style-type: none"> <li>• Continue virtual or teleconferencing until further notice</li> <li>• Teachers/therapists join meetings virtually or teleconference</li> </ul>	Teachers given Chromebooks so that they are mobile & able to go to another space within the building.	Teachers TA Principal IT Dept Case Managers Parents
<b>Visual markings demarking social distancing</b>	<ul style="list-style-type: none"> <li>• Stickers/Decals to mark floor</li> <li>• Reminders throughout buildings about social distancing/cover cough/wash hands</li> </ul>	<ul style="list-style-type: none"> <li>• Floor tape &amp; cut-outs to mark where students will stand when getting on line</li> <li>• Arrows to show one way in halls             <ul style="list-style-type: none"> <li>• Signs throughout building as reminders</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Purchase tape &amp; decals or pictures</li> <li>• Make posters for halls, classrooms, bathrooms</li> </ul>	Teachers Classroom Staff Principals
<b>Special Area Classes</b>	Occur in classrooms Students need to have their own, individual materials provided by the school	Occurs outside when appropriate  Clean objects after each use		Staff
<b>Student stuck indoors/ in class</b>	<ul style="list-style-type: none"> <li>• Outdoor:</li> <li>• Instruction Recess PE (weather permitting)</li> <li>• Gym when available</li> <li>• Cafeteria when available</li> <li>• Clean up the grounds</li> </ul>	Scheduled structured movement breaks per class - Parade walking	Staff Availability	Staff





<p><b>Addressing behavior within therapy areas and classrooms</b></p>	<ul style="list-style-type: none"> <li>● Mandated PPE when physical interaction required             <ul style="list-style-type: none"> <li>● <b>Teacher/Counselor/Behaviorist determines # of Crisis team staff to be called</b></li> <li>● Using a designated crisis room (used to work through crisis level behavior)</li> </ul> </li> </ul>	<p>Designated area assigned for counselors to/staff to bring students going thru a behavior episode</p>	<p>Bring student to a safe timeout room or area</p>	<p>Staff</p>
<p><b>Minimize movement of staff (subs to different classrooms for coverage) when possible. Only shift staff when the situation could be potentially dangerous.</b></p>	<p>Staff will remain in the classroom whenever possible for instruction</p>			<p>All Staff</p>
<p><b>Specialized protocol required for therapists and crisis team staff who will need to leave and enter rooms throughout the school day</b></p>	<p>Face masks should be worn by therapy staff entering and exiting the classroom</p>	<p>Keep drawers or bins in class to keep materials</p> <ul style="list-style-type: none"> <li>● <b>Each therapist/crisis team member should be assigned to set classrooms and to schedule each classroom separately, as not to enter and exit the classroom multiple times a day.</b></li> </ul>		



		<ul style="list-style-type: none"> <li>• The therapist/behaviorist, or any staff exiting the classroom should sanitize his/her hands right after taking their gloves off.</li> <li>• staff in general should also get into the habit of opening doors using their body or forearm, instead of their hands and to go up the stairs holding a disinfecting wipe as to clean the handrail for themselves and for the next staff or child who will use it after them.</li> <li>• The same face shield is kept on and the same N95 mask could be used for up to 5 days. A lot of therapists choose to wear a surgical mask on top of the N95 to protect it.</li> </ul>		
<b>NURSE VISITS</b>	One staff member should bring any sick child or student needing medication to the nurses office	N95 mask and full PPEs should be worn by the nurses and any staff in the quarantine room		



<p><b>ISOLATION</b></p>	<p>Isolation Room in each bldg.</p>	<p>Isolation Room in the bldg</p> <ul style="list-style-type: none"> <li>• N95 Mask and full PPEs should be worn by the nurses and any staff in the quarantine room</li> </ul>		
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## RESTART & RECOVERY

### 3. Transportation

School districts should maintain social distancing practices on buses to the maximum extent practicable and adopt best practices for cleaning and disinfecting all vehicles used for transporting students. If maintaining social distance is not possible, all students who are able must wear face coverings while on busses.

#### Guiding Principle

**No one becomes sick with Covid-19 because of the educational environment**

#### Criteria for Success

- Meet or exceed the health and safety guidelines listed in NJDOE Guidance for Reopening & CDC Guidelines
- Identify areas for choice and criteria for choice when applicable
- List preferred option and secondary option for choice when applicable
- Includes social and emotional support for students, staff, and families so that everyone feels safe and knows their voice matters
- Ensure quality instruction
- Create a positive culture and climate
- Clear and accessible guidance for all stakeholders (language, no jargon)

#### Area: Transportation

Issue	Solution/Tasks	Alternatives for Options, Optimal and Secondary	Criteria to access Alternatives	Person(s)/Responsible
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<p>How to maintain safety on the bus when we do not control busing.</p>	<p>Specifications that put health and safety at the forefront.</p>	<p><b>Optimal Safety Spec:</b></p> <ol style="list-style-type: none"> <li>1. Adhere to CDC social distancing recommendations - 1 student per row, alternating left and right rows <ul style="list-style-type: none"> <li>● 11 students on a 54 passenger vehicle</li> <li>● 6 students on a 29 passenger vehicle</li> <li>● 5 students on a 24 passenger vehicle</li> <li>● 4 students on a 16 passenger vehicle</li> <li>● Bus aide should not be counted in total number of passengers.</li> <li>● Signs recommending social distancing of 6 feet must be posted in all vehicles.</li> <li>● Seats will have signage or decals indicating if they are unusable</li> </ul> </li> <li>2. Students required to wear masks when possible &amp; medically feasible. <ul style="list-style-type: none"> <li>● NECHNTSPS can note which students are exempted from wearing a mask for behavioral or medical</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Adhering to CDC guidelines buses with partitions - 1 student per row, per side <ul style="list-style-type: none"> <li>● Example, 22 students on a 54 passenger vehicle.</li> <li>● Bus aide would not be counted as passenger</li> <li>● Staggered schedules may be suggested to minimize the number of students on vehicles.</li> </ul> </li> <li>2. Students who are proven to be intolerant of masks will be on a bus with fewer students to try and enhance social distancing.</li> </ol>	<ol style="list-style-type: none"> <li>2. NECHNTSPS will develop a transportation form to indicate who would be exempt. Information will be sent to sending school transportation department</li> </ol>
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		<p>reasons.</p> <ul style="list-style-type: none"> <li>● Students who are medically fragile and cannot wear a mask may be able to get access to being on a small bus or van alone.</li> <li>● All students on a 7 passenger bus must be the only student on a vehicle, due to a driver and an aide to ensure social distancing (with the exception of siblings or students that live in the same household.)</li> </ul> <p><b>3.</b> Bus drivers are required to wear masks at all times on the bus.</p> <ul style="list-style-type: none"> <li>● Bus company should have adequate supply of additional masks on vehicle available for staff and possible student use.</li> </ul> <p><b>4.</b> Bus aides are required to wear masks at all times on the bus.</p> <ul style="list-style-type: none"> <li>● Bus company should have adequate supply of additional masks on vehicle available for staff and possible student use.</li> </ul>	<p><b>3.</b> Bus driver may be permitted to remove mask while driving due to safety concerns.</p>	<p><b>3.</b> Sending School Transportation department</p> <p><b>4.</b> Sending District Transportation department</p>
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		<p>5. Bus companies will be required to provide hand sanitizer on vehicles. Bus aides need to use hand sanitizer after assisting each child on the bus and after helping them in the seat.</p> <p>6. Prior to boarding vehicle, parents are required to complete a questionnaire specifying that :</p> <ul style="list-style-type: none"> <li>● The student has not had a fever within the last 24 hours and that fever reducing medication has not been used</li> <li>● The student, parent or anyone that the student lives with the student does not have flu-like symptoms</li> <li>● The student, parent of anyone the student lives with has not been diagnosed with Covid-19 in the within the last 24 hours</li> <li>● The student, parent or anyone that lives with student had not visited a high-risk area</li> <li>● Questionnaires shall be</li> </ul>	<p>5. Bus drivers should not leave their seat due to CDL regulations, however, must use hand sanitizer if they assist aide or student.</p> <p>6. Bus companies should have additional copies of questionnaires available for parents and students.</p>	<p>5. School nurse will develop a process to review temperature logs each day and report to principals secretary and student that should not return to school for 72 hours.</p> <ul style="list-style-type: none"> <li>● Transportation will be notified not to pick up the child the following day</li> <li>● Transportation will be notified when to resume pick up</li> </ul> <p>6. Sending District Transportation Department</p>
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		<p>signed and dated daily.</p> <ul style="list-style-type: none"> <li>• Forms will be provided by NECHNTSPS, or parent will need to fill out their own form/note.</li> </ul> <p>7. All bus surfaces that children come into contact with will be disinfected after each load/route of students. Disposable covers should be used on all car seats and other equipment when possible.</p> <p>8. Students shall be loaded from rear of vehicle to front, alternating right to left.</p> <ul style="list-style-type: none"> <li>• First student on vehicle will proceed to rear of vehicle, alternating rows and sides as bus is filled.</li> <li>• Students shall be assigned seats for both morning and afternoon runs.</li> <li>• Students are not to be moved from route to route without prior authorization.</li> <li>• Bus staff shall not permitted to exit vehicle at schools. Staff shall not be permitted</li> </ul>	<p>7. Car seats, booster seats, harnesses or any other equipment on the bus must be disinfected and cleaned after each load/route of students.</p> <p>8. If bus company is not in compliance, NECHNTSPS will notify the district transportation department must be contacted and additional buses must be sent.</p>	<p>7. Sending school district transportation</p> <p>8. Sending School District Transportation Department</p>
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		<p>in building to use facilities.</p> <ul style="list-style-type: none"> <li>● Should behavioral issues occur on vehicle, school staff will follow safety and health protocol to enter vehicle and resolve issue</li> </ul> <p><b>9.</b> Bus company is responsible to verify and log that all drivers and aides are healthy and take temperatures prior to the start of the workday. Logs should be available to NECHNTSPS upon request.</p> <p><b>10.</b> Windows on vehicles are required to be open when feasible.</p> <p><b>11.</b> Communication between all involved parties shall be required.</p> <ul style="list-style-type: none"> <li>● Bus company shall notify NECHNTSPS Transportation Dept if any confirmed cases of COVID among staff are reported</li> <li>● NECHNTSPS will notify bus companies of any confirmed cases of COVID among students are reported</li> </ul>	<p><b>10.</b> If a student requires Air Conditioning, and open windows are not a feasible option, the student may be transported alone.</p> <p><b>11.</b> Sending School District Transportation Dept must be contacted if protocols are not being followed by any/all parties involved.</p>	<p><b>9.</b> Bus Company</p> <p><b>11.</b> Transportation Dept</p>
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## RESTART & RECOVERY

### 4. Student Flow, Entry, Exit, and Common Areas

School district reopening plans should establish the process and location for student and staff health screenings. This should include providing 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. When it is not possible to maintain physical distancing, schools must require the use of face coverings.

#### Guiding Principle

**No one becomes sick with Covid-19 because of the educational environment**

#### Criteria for Success:

- Meet or exceed the health and safety guidelines listed in NJDOE Guidance for Reopening & CDC Guidelines
- Identify areas for choice and criteria for choice when applicable
- List preferred option and secondary option for choice when applicable
- Includes social and emotional support for students, staff, and families so that everyone feels safe and knows their voice matters
- Ensure quality instruction
- Create a positive culture and climate
- Clear and accessible guidance for all stakeholders (language, no jargon)

#### Area: Student Flow, Entry, Exit, and Common Areas

Issue	Solution/Tasks	Alternatives for Options, Optimal and Secondary	Criteria to access alternatives	Person/s responsible
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<p><b>Maintain student and staff safety upon arrival.</b></p>	<p><b>1.</b> Two points of entrance with a screening unit in each location (if permitted by the building's layout) in order to avoid congestion of people.</p> <p><b>a)</b> Consider parent drop off location as decided by the school level Pandemic Response Teams.</p> <p><b>b)</b> Explain to parents the parent dropoff protocol (will answer screening questions, must wait with the child until after he/she has been screened).</p> <p><b>c)</b> Consider staff entry location and procedure as decided by school-level Pandemic Response Teams.</p>	<p><b>1.</b> Single point of entrance that coincides with screening unit/ transportation.</p>		<p><b>1.</b> Building Principal Building Nurse Screeners</p>
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	<p><b>d)</b> Consider a procedure for addressing behavioral issues at arrival time that do not involve staff entering a bus.</p> <p><b>e)</b> Consider if there are inner doors that can be propped open as decided by the school-level Pandemic Response Team.</p> <p><b>2.</b> Adhere to CDC guidelines for social distancing, and include:</p> <ul style="list-style-type: none"> <li><b>a)</b> Hand sanitizer at entry points</li> <li><b>b)</b> Add glove dispensers to more locations</li> <li><b>c)</b> Specifications that put health and safety at the forefront</li> <li><b>d)</b> Masks made</li> </ul>	<p><b>d)</b> School staff will intervene on a bus if necessary to maintain safety of all involved. School staff will follow safety and health protocols.</p> <p><b>2.</b> No mask required only if appropriate medical documentation. If no mask then use of physical barriers to maintain safety.</p>	<p><b>2.</b> Appropriate medical documentation.</p>	<p><b>2.</b> All Staff</p>
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	<p>available at entry point for those entering the building without one.</p> <p><b>3.</b> Limit student-to-staff assignments (e.g., staff picking up a student from drop off is the staff working with the student in the classroom and is also the staff bringing the student out at dismissal.</p> <p><b>4.</b> Limit all student interaction at school entrance</p> <p><b>5.</b> Visual markings delineating social distancing</p> <ul style="list-style-type: none"> <li><b>a)</b> Stickers/Decals to mark social distance protocol (arrows, floor markings)</li> <li><b>b)</b> Reminders throughout buildings about</li> </ul>	<p><b>3.</b> Student-to-staff assignment can be based on classroom cohort, allowing adults to work with different students in a single class.</p> <p><b>4.</b> No alternatives</p> <p><b>5.</b> No alternatives</p>	<p><b>3.</b> Staff availability</p>	<p><b>3.</b> Teachers &amp; Building Principal</p> <p><b>4.</b> Teachers &amp; Building Principal</p> <p><b>5.</b> Robert Nichols</p>
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	social distancing/cover cough/wash hands			
<b>Maintain student and staff safety while in common areas (hallways, bathrooms, etc.).</b>	<p><b>1.</b> Maintain social distancing in hallways.</p> <p><b>a)</b> 6-foot visual markings in the hallways (e.g., vinyl stickers on the floor, wall markings, etc.)</p> <p><b>2.</b> Establish one-way routes for NECHNTSPS buildings, including designated up staircases and down staircases.</p> <p><b>a)</b> Visual markings such as arrows on the hallway floor indicating direction and reminder to stay to the right.</p> <p><b>b)</b> consider staggered schedules for hallway use and</p>	<p><b>2.</b> If establishing one-way is not possible, mark a line down the center of all hallways and stairwells to indicate sides to contain travel.</p>	<p><b>2.</b> Purchase visual markers, posters and door stops</p>	<p><b>1.</b> Robert Nichols</p> <p><b>2.</b> Robert Nichols</p>



	<p>check hallway before moving locations</p> <p><b>c)</b> Reminders throughout buildings about social distancing/cover cough/wash hands</p> <p><b>d)</b> Consider if there are inner doors that can be propped open, as decided by the school-level Pandemic Response Team.</p> <p><b>3.</b> hand sanitizer dispensers in every classroom and hallways.</p> <p><b>a)</b> Touchless soap, paper towel dispensers and sinks.</p> <p><b>4.</b> Minimize non-essential interactions.</p>	<p><b>3.</b> If not possible in every room, organize a handwashing schedule based on guidelines.</p> <p><b>a)</b> Consider one or a few touchless dispensers or have staff members activate dispensers for students</p> <p><b>4.</b> No Alternative</p>	<p><b>3.</b> Multiple bottles of sanitizer within room to minimize movement</p>	<p><b>3.</b> Robert Nichols room</p> <p><b>4.</b> All Staff</p>
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	<p><b>5. Minimize/Eliminate large group gatherings</b></p> <ul style="list-style-type: none"> <li><b>a) No assemblies</b></li> <li><b>b) Maintain “Cohorts” of students to minimize transfer (no combining of classes)</b></li> </ul> <p><b>6. Eliminate the use of all lockers and cubbies located in the hallway.</b></p> <p><b>7. Increase cleaning of surfaces during the school day.</b></p> <p><b>8. Procedure for addressing behavioral issues if they occur while in a hallway, stairwell or common area that maintains health and safety, as decided by the school-level Pandemic Response Team.</b></p>	<p><b>5. No Alternative</b></p> <p><b>6. Utilize a schedule to limit access to lockers or cubbies in the hallway.</b></p> <p><b>7. Current staff will assist in disinfecting common touch points.</b></p> <p><b>8. If social distancing is not possible, physical barriers and other safety measures will be utilized</b></p>	<p><b>6. Availability of places to store personal belongings</b></p> <p><b>7. Must have stockpile of disinfecting products</b></p> <p><b>8. Availability of staff and accessibility of equipment</b></p>	<p><b>5. Teachers &amp; Building Principal</b></p> <p><b>6. Teachers &amp; Building Principal</b></p> <p><b>7. Robert Nichols</b></p> <p><b>8. Behaviorist</b></p>
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**Reduce use of common space/areas**





	<p><b>9.</b> Begin school year with specials in classrooms. In the event that student movement within the building can be increased, schools will complete an inventory of potential spaces to ensure social distancing requirements can be maintained.</p> <p>a) Staggered time for specials</p>	<p><b>9.</b> Use outdoor space when possible</p>		<p><b>9.</b> Building Principal &amp; Teachers</p>
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	<p><b>10. Office</b></p> <ul style="list-style-type: none"> <li><b>a)</b> Early parent pick-ups/ late drop-off occur outside of the building.</li> <li><b>b)</b> Visitors are only allowed in for emergency reasons and/or with the approval of the Principal. Have procedures for outdoor deliveries.</li> <li><b>c)</b> Parent and CST meetings to be virtual or by teleconference</li> <li><b>d)</b> Maintain a system of single-use for copy machines and distribution of office supplies.</li> </ul> <p><b>11. Nursing</b></p> <ul style="list-style-type: none"> <li><b>a)</b> Eliminate use of visiting for non-essential reasons (e.g.,</li> </ul>	<ul style="list-style-type: none"> <li><b>a)</b> No alternative</li> <li><b>b)</b> Visitors must wear an appropriate mask, sanitize hands and have a temperature check before entering the building.</li> <li><b>c)</b> IEP Meeting will be virtual or by teleconferencing</li> </ul> <p><b>11. No alternative</b></p>	<ul style="list-style-type: none"> <li><b>b)</b> Availability of staff to screen at entry point</li> <li><b>c)</b> Individuals having access to devices and a confidential space in order to participate in virtual meetings.</li> </ul>	<p><b>11. Nurse</b></p>
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	<p>water, bathroom)</p> <p><b>12. Student Cafeteria</b></p> <ul style="list-style-type: none"> <li><b>a)</b> Students eat in the classroom.</li> <li><b>b)</b> Develop a schedule for lunch pick up to be delivered to classrooms.</li> </ul> <p><b>13.</b> limit the use of a faculty room</p> <p><b>14.</b> Faculty room and cafeteria will be disinfected after every use.</p>	<p><b>12.</b> Students bring lunch from home</p> <p><b>13.</b> Use multiple locations for staff lunch breaks, such as outside. Consider a schedule that assigns times and designate areas to be used by groups of people in order to reduce numbers in one location.</p>	<p><b>12.</b> Students who are eligible for national school lunch program</p> <p><b>13.</b> Space</p>	<p><b>12.</b> Principal Teachers</p> <p><b>13.</b> Principals</p>
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<p><b>Maintain student safety upon exit</b></p>	<ol style="list-style-type: none"> <li>1. Maintain social distancing between classes at dismissal</li> <li>2. Eliminate student interaction at dismissal</li> <li>3. Develop procedure for student dismissal             <ol style="list-style-type: none"> <li>a) All students exiting school onto a school bus or for dismissal will be checked for symptoms. A staff member that is trained will take students' temperature before exiting for dismissal.</li> <li>b) All students will wash hands or use hand sanitizer before exiting the classroom for dismissal</li> <li>c) Stagger release time. Develop protocol for</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. No Alternative</li> <li>2. No Alternative</li> <li>3. No Alternative</li> </ol>		<ol style="list-style-type: none"> <li>1. Building principal teacher</li> <li>2. Building principal teacher</li> <li>3. NECHNTSPS, 1:1, teachers, nurse, building principal Will preform temperature check at dismissal</li> </ol>
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	<p>students exiting the building by bus.</p> <ul style="list-style-type: none"> <li>d) Develop protocol and location for parent pick up</li> <li>e) Consider a procedure for addressing behavioral issues at dismissal time.</li> </ul>			
<p><b>Maintain student and staff safety during emergency</b></p>	<p>Follow up for more guidance from state and local officials</p>			
<p><b>Staff will need to be trained on all procedures prior to student arrival.</b></p>				



## RESTART & RECOVERY

### 5. SCREENING, PPE, AND RESPONSE TO STUDENTS AND STAFF PRESENTING SYMPTOMS

School districts must adopt a policy for safely and respectfully screening students and employees for symptoms of and history of exposure to COVID-19. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. If a school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

#### Guiding Principle

**No one becomes sick with Covid-19 because of the educational environment.**

#### Criteria for Success

- Meet or exceed the health and safety guidelines listed in NJDOE Guidance for Reopening & CDC Guidelines
- Identify areas for choice and criteria for choice when applicable
- List preferred option and secondary option for choice when applicable
- Includes social and emotional support for students, staff, and families so that everyone feels safe and knows their voice matters
- Ensure quality instruction
- Create a positive culture and climate
- Clear and accessible guidance for all stakeholders (language, no jargon)

#### Area: Screening, PPE, and Response to Students and Staff Presenting Symptoms

Issue	Solution/Tasks	Alternatives for Options, Optimal and Secondary	Criteria to access alternatives	Person/s responsible
Student pre-screening at	<b>Optimal</b> Every parent fills	<b>Optimal</b> Every parent completes a survey	Parents unable to complete, bus/aide will	Parent/ Bus staff, School Nurse.



<p><b>home, questionnaire.</b></p>	<p>out a daily survey of symptoms. This survey will be distributed and placed in student backpacks each day to be completed for the following day. Parents need to know the importance and requirement of such documents for school admittance.</p> <p><b>Secondary</b> Bus Aide asks and completes the survey form. In the event there is no aide, the bus driver will complete a survey.</p>	<p>via paper. Every parent will hand a completed survey to their child's bus driver before the child will be allowed to enter the bus</p>	<p>provide paper copy of survey for completion prior to board.</p>	
<p><b>Staff pre-screening at home</b></p>	<p>Staff will independently perform self-screening at home following same questions included in student</p>	<p><b>Optimal</b> Staff will remain home and follow district procedure as outlined for reporting absence if any possible COVID-19 related symptoms are detected during pre-screening at home. Staff will be recommended</p>		



	questionnaire.	to follow-up with medical professional and provide documentation.		
<b>Tracking the Pre-Screening forms:</b>	<p><b>Optimal</b> An office staff member will collect, review and scan the forms The staff is checking the temperature. Staff notifies the Nurse immediately with any red flag.</p>	<p><b>Optimal</b> Paper forms will be scanned and filed by designated staff member abnormalities should be reported to the nurse immediately. Any abnormal screen forms will be followed up by the nurse.</p>		<p>Screener/TA on the bus duty School Nurse/ Principal</p>
<b>PPE for staff that will be assisting with morning screening</b>	<p>All staff doing the morning screening will have sufficient PPE as outlined by CDC.</p>	<p><b>Optimal</b> Appointed staff will serve as the direct point of screening, all staff members in vicinity to adhere to normal PPE procedures. Personnel available for direction of students depending on results. (student flow). Security measures are addressed. Social Distancing visual cues to maintain CDC recs.(student flow)</p> <p><b>Secondary</b> If a staff member enters the bus, Face shield, face mask, Protective gown and gloves will be required.</p>		<p>School Nurse/administration for data collection..</p>





<p><b>End of day screen for all students as well as students accessing the bus.</b></p>	<p>All students exiting school onto a school bus or for dismissal will be checked for symptoms, including temperature scan.</p>	<p><b>Optimal</b> Staff members that are trained will take temperature and symptoms at the end of day in the classroom within 1 hour before exiting to bus or dismissal. Nurses will be notified of any red flags.</p>		<p>Trained professional for temperature checks, school nurse.</p>
<p><b>When a student does present with symptoms that are not otherwise explained during the school day.</b></p>	<p>Promptly identified and sent to an isolation room to await dismissal to home.</p>	<p><b>Optimal</b> Staff member identifies student with potential symptoms, nurse will be called to corroborate. If symptoms are not otherwise explained, the student will be sent immediately to isolation room as per school nurse. Parent will be notified and student will be picked up. Students will follow designated flow from classroom to isolation area with appropriate PPE. (Student flow). Medical documentation regarding observed symptoms may be requested as determined by school nurse.</p> <p><b>Secondary</b> Student remains in the isolation room until parent or specified alternate guardian is contacted as per emergency contact card.</p>	<p>Parents are not immediately available or not responsive.</p>	<p>Trained professional for temperature checks, school nurse.</p>



		Identified trained staff to remain in an isolation room with students.		
<b>When staff does present with symptoms that are not otherwise explained during the school day.</b>	Any staff member identified with symptoms or high temperature will be identified and immediately sent home.	<b>Optimal</b> Staff members that present with symptoms that are not otherwise explained will immediately be sent home and will be advised to follow up with their medical professional. Any testing or medical advice reported immediately to the school nurse. School nurse will notify building administrator appropriately and implement CDC recommendations for case isolation or quarantine as appropriate. Medical documentation regarding observed symptoms may be requested as determined by school nurse.		Staff member/principal/school nurse
<b>Various tasks performed by students and staff throughout the school day may require use of specific PPE.</b>	All students and staff should be supplied with task-appropriate PPE.	<b>Optimal</b> When performing various tasks throughout the school day, students and staff will utilize appropriate PPE supplied by district. Face masks or coverings must be worn by staff throughout school day unless medically contraindicated.	Staff/student choose to supply their own face covering/mask.	District administration, principal, school nurse.



		<p>Students will be encouraged to wear face masks while in school as feasible, especially when social distancing cannot be maintained. All staff and students are required to have change of clothes available if needed.</p> <p><b>Secondary</b> Staff and students may elect to wear personal face covering in accordance to CDC guidelines.</p>		
<p><b>Professional Development and Awareness</b></p>	<p>Professional development for staff will be provided regarding screening purpose and procedures as well as appropriate use and disposal of PPE.</p>	<p><b>Optimal</b> CDC guidelines, resources issued by the local health departments and other relevant resources will be utilized to provide training and professional development for staff. Various modes of information transmission will be used. Resources will be shared with parents as appropriate.</p>		<p>Principal, School Nurse, and Administration, All Staff.</p>



## RESTART & RECOVERY

### 6. Contact Tracing

Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19. It is a long-standing practice and is an integral function of local health departments. All school district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school district, should be provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease. School districts should collaborate with the local health department and engage their school nurses to develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing.

**Guiding Principle**  
**No one becomes sick with Covid-19 because of the educational environment.**

**Criteria for Success of committee plans:**

- Meet or exceed the health and safety guidelines listed in NJDOE Guidance for Reopening & CDC Guidelines
- Identify areas for choice and criteria for choice when applicable
- List preferred option and secondary option for choice when applicable
- Includes social and emotional support for students, staff, and families so that everyone feels safe and knows their voice matters
- Ensure quality instruction
- Create a positive culture and climate
- Clear and accessible guidance for all stakeholders (language, no jargon)

**Area: Contact Tracing**

Issue	Solution/Tasks	Alternatives for Options, Optimal and Secondary	Criteria to access alternatives	Person/s responsible
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<p><b>Student tests Positive for Covid-19</b></p>	<p>Every student tested Positive is identified</p>	<p><b>Optimal</b> Parents provide confirmation from the MD of a positive result. Contact the local health department for guidance. Notify anyone in close contact with the student. Follow recommendations of the health department. Students identified, all information that can be provided, along with any member in contact with this student, will be provided to the Bellville Department of Health/student sending district health department.</p> <p><b>Secondary</b> Medically unconfirmed report of positive Covid-19 result i.e.: verbal positive report. Notify anyone in close contact with the student. Follow recommendations of the health department. Follow up with documentation of positive.</p>	<p>Form of confirmation received.</p>	<p>School Nurse</p>
<p><b>Staff Member tests Positive for Covid-19</b></p>	<p>Every staff tested Positive is identified, parents must provide documentation from the doctor</p>	<p><b>Optimal</b> Staff member provides a confirmation from the MD of a positive result. Contact the local health department for guidance. Notify anyone in close contact with the student. Follow recommendations of the health department. Staff identified, all information that can be provided, along with any member in contact with this student, will be provided to the local health department of where the staff member resides and Belleville Health Dept.</p>		<p>School Nurse</p>



<p><b>Notification of Staff and Student families in close contact to someone who tested positive.</b></p>	<p>All staff and students' families are contacted via written notification of exposure.</p>	<p><b>Optimal:</b> All staff and students' families are provided with a written letter keeping confidentiality of exposure. The letter will recommend as per CDC what is recommended in the event of exposure. Track exposure 2 days prior to presentation of symptoms.</p>	<p>No response from families from notification.</p>	<p>School Nurse Front office staff Principal.</p>
<p><b>Policies and procedures related to contact tracing</b></p>	<p>Changes in existing policies and procedures in regard to Contact Tracing or addition.</p>	<p><b>Optimal:</b> Clearly outlined policies will be developed that indicate how and why contact tracing will be performed in the event a positive COVID-19 case is identified. The agency policy should identify the school's role in assisting its local health department to conduct contact tracing activities, including ongoing communication with the identified individual and/or their contacts. These policies and procedures will be developed in consultation with the board's local health department and with school nurses employed by the board. The agency policy will reflect CDC guidelines for COVID-19 management and should adhere to all applicable federal and state privacy requirements (e.g. FERPA/HIPAA). The agency policy should include a protocol for communication systems that allow staff, students, and families to self-report symptoms and/or suspected exposure to assist school districts in providing prompt notification.</p>		<p>Executive Director Agency Board</p>



<p><b>If a family member in the household is tested positive for Covid-19.</b></p>	<p>Require information regarding the family member or member that was tested positive.</p>	<p><b>Optimal:</b> Full information is received regarding the individual who was tested positive and exposure, and if their local health department was notified. Contact Belleville Health Dept and report the positive case. Students and or staff members will be given guidance as per health department &amp; CDC guidelines for quarantine. Record all information provided.</p> <p><b>Secondary:</b> The student/staff that is in attendance that was exposed to a member of the household will be monitored and information recorded.</p>		<p>Building Secretary.</p>
<p><b>Professional development and training for staff, students and families.</b></p>	<p>Specific training series, including PD, for staff involved in contact tracing.</p>	<p><b>Optimal:</b> All staff &amp; NECHNTSPS families will be provided information regarding the role of contact tracing and isolating positive or suspected COVID-19 cases in keeping school communities safe from the spread of contagious disease. Video explanation and depiction of why tracking is important will be provided. PowerPoint presentation may also be part of a training series.</p>		<p>School Nurse</p>



<p><b>Establishing connections with the local health departments.</b></p>	<p>Every local health department should have a relationship with the NECHNTSPS school.</p>	<p><b>Optimally:</b> The school nurse will have frequent contact with the local health agency. <b>Secondary:</b> Administrators will also have contacts and relationship with local health agency</p>	<p>School nurses are not available to contact the health agency immediately.</p>	<p>Administration School Nurse</p>
<p><b>Educational resources to community and staff on the importance of contact tracing with positive Covid-19 testing.</b></p>	<p>Provide resources to community and staff members on importance of contact tracing.</p>	<p><b>Optimal:</b> Resources online and emails to parents and staff on availability of resources.  CDC fliers to be printed and posted in the schools.  <b>Secondary:</b> Resources provided at a building level such as back to school. night, parent night, etc. Fliers to be sent in student backpacks.</p>	<p>Parents that are not responsive to the global connect or initial contacting.</p>	<p>School Nurse</p>





<p><b>Emergency contact information for students is up to date and reliable.</b></p>	<p>Each student's contact information will be up to date, and contacts on the list are able to pick up the student immediately.</p> <p>Each staff member's contact information will also be kept up to date and maintained by the building administrative assistant/ administration.</p>	<p><b>Optimal:</b> All emergency contacts for students are up to date, persons listed will be available for student pick up in event of emergency. Emergency contacts will be checked periodically. HoneyWell message issued to all parents/families to remind them of emergency contact updates. Emergency contact information includes accurate email addresses, phone numbers &amp; home addresses for parents/guardians as well as addresses and phone numbers of alternate guardians designated by the parents. Staff will be required to update their emergency contact information annually and will be encouraged to provide updates following any changes that occur during the year.</p>		<p>Principal Teacher in the classroom. Administrative assistant/building secretary.</p>
<p><b>All staff or students that enter/exit the room are recorded in terms of clear schedules.</b></p>	<p>All rooms will have information regarding anyone who has entered/exited</p>	<p><b>Optimal</b> All staff members that enter the room will have to either sign in via classroom login sheet</p>	<p>Access to technology</p>	<p>Classroom teacher.</p>
<p><b>Tracking and identification of any staff or students that may have traveled to restricted areas.</b></p>	<p>NECHNTSPS will be made aware of any movements or travel to areas that have been restricted or limited due to an increase in COVID-19.</p>	<p><b>Optimal</b> Students or family members, on the questionnaire should be indicative of hotspot areas traveled to. Staff should self-report to immediate Supervisor and School Nurse on travel to hotspot areas as indicated by CDC and State.</p>		<p>All Staff Parents</p>



<p><b>The School Nurse will be trained on Contact Tracing with appropriate certification.</b></p>	<p>The School Nurse will attend John Hopkins Contact Tracing certification course and obtain the certificate of completion</p>	<p><b>Optimal</b> The School Nurse will attend John Hopkins course on contact tracing and obtain certification. This information will be used in the PD, education, and reference for all areas of school level and community contact tracing.</p>		<p>School Nurse</p>
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## RESTART & RECOVERY

### 7. Facilities Cleaning Practices

School districts 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. School districts must also develop a schedule for increased routine cleaning and disinfecting, especially of frequently touched surfaces and objects, and sanitize bathrooms daily and between use as much as possible.

#### Guiding Principle

**No one becomes sick with Covid-19 because of the educational environment.**

#### Criteria for Success

- Meet or exceed the health and safety guidelines listed in NJDOE Guidance for Reopening & CDC Guidelines
- Identify areas for choice and criteria for choice when applicable
- List preferred option and secondary option for choice when applicable
- Includes social and emotional support for students, staff, and families so that everyone feels safe and knows their voice matters
- Ensure quality instruction
- Create a positive culture and climate
- Clear and accessible guidance for all stakeholders (language, no jargon)

#### Area: Facilities Cleaning Practices

Issue	Solution/Tasks	Alternatives for Options, Optimal and Secondary	Criteria to access alternatives	Person/s responsible
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<p><b>Limit visitors</b></p>	<p><b>Optimal</b> Allowed only in an emergency</p> <p>Parents will pick up meals at their sending district if we have to provide virtual instruction again.</p>	<p>Must wear appropriate masks, sanitize hands, and have temperature checked.</p> <p>Develop procedures for parents dropping off/picking up students. Letters should go out to all parents notifying them of a change in policy. Parents should call the main office for late arrival/early pick-up. Staff members will greet/release the child to the parent outside.</p>	<p>Emergency would be police, fire department or emergency repairs.</p>	<p>School Security</p>
<p><b>Cleaning of technology devices:</b></p> <ul style="list-style-type: none"> <li>a. <b>Ipads for reinforcement</b></li> <li>b. <b>Ipads for communications</b></li> <li>c. <b>Ipads for common classroom use</b></li> <li>d. <b>Desktop computers</b></li> <li>e. <b>Tablets for Catalyst</b></li> </ul>	<p><b>Optimal:</b> Cleaning of technology devices should be done with Clorox/Lysol Wipes and then drying to prevent puddling</p>	<p>Limiting sharing and use of devices.</p>		<p>Custodians, staff</p>



<p>f. Head phones g. Smartboards /Smart Tables h. Chromebook</p>				
<p><b>One custodian in the building- Additional custodial staff needed?</b></p>	<p>Staff will help with cleaning &amp; sanitizing process - common touch points within classroom</p> <ol style="list-style-type: none"> <li>1. Door knobs</li> <li>2. Handrails</li> <li>3. Touchpads</li> <li>4. hand sanitizer</li> <li>5. Water Fountains</li> <li>6. Desks and Chairs</li> </ol>	<p>Current staff will assist in disinfecting common touch points.</p>	<p>Principal and custodian should develop a schedule of cleaning common touch points on the building.</p>	<p>Robert Nichols</p>
<p><b>Need to ensure throughout the day that cleaning supplies are stocked. (Classroom, Gym and therapy areas)</b></p>	<p>Must notify appropriate personnel of any potential shortages</p>	<ol style="list-style-type: none"> <li>1. Teachers/TAs will notify the Principal/custodian of any needs.</li> </ol>		<p>Custodial staff</p>
<p><b>Need to include hand sanitizer stations throughout the building</b></p>	<p>Hand sanitizer stations inside all entrances and throughout the hallways.</p>	<p>Order has been placed</p>		<p>Custodial STaff</p>
<p><b>Bathrooms should be cleaned several times a day</b></p>	<p>Need part time outside cleaning service to assist custodians.</p>			<p>Custodial staff</p>



<b>Staff Room</b>	Custodians and staff should disinfect all common touch areas frequently during the course of the day.	Limit the use of the staff room. Lunch in cars, classroom or outside of the building, or school cafeteria when not in use.		
<b>Develop necessary inventory list for cleaning supplies</b>	Must ensure all products are EPA approved for COVID-19	School secretaries should order necessary sanitizing supplies on a monthly basis		School secretary and custodial companies
<b>Cleaning of manipulatives and toys that are usually shared materials</b>	<p>After manipulatives and toys are used, they should be placed into a bin for cleaning and disinfecting before the next child can use them.</p> <p>Soft toys should be avoided and stored during pandemic.</p>	Therapists will use disinfecting wipes between each session on manipulatives that are shared between each child.		Classroom staff and therapists
<b>Use of Water Coolers</b>	It is recommended that bottled water be used.	<p>Bottled water should be used for students. Staff should be directed to bring drinks from home.</p> <p>Water cooler can be used strictly by the nurse and staff in case of emergencies.</p>		



## RESTART & RECOVERY

### 8. Meals

If cafeterias or other group dining areas are in use, school districts must stagger eating times to allow for social distancing and disinfecting of the area between groups. Additionally, districts must discontinue family-style, self-service, and buffet-style dining and maintain social distancing. Cafeteria staff must wash their hands immediately after removing gloves and after directly handling used food service items.

#### Guiding Principle

**No one becomes sick with Covid-19 because of the educational environment.**

#### Criteria for Success of committee plans:

- Meet or exceed the health and safety guidelines listed in NJDOE Guidance for Reopening & CDC Guidelines
- Identify areas for choice and criteria for choice when applicable
- List preferred option and secondary option for choice when applicable
- Includes social and emotional support for students, staff, and families so that everyone feels safe and knows their voice matters
- Ensure quality instruction
- Create a positive culture and climate
- Clear and accessible guidance for all stakeholders (language, no jargon)

#### Area: Meals

Issue	Solution/Tasks	Alternatives for Options, Optimal and Secondary	Criteria to access alternatives	Person (s) responsible
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<b>Food distribution</b>	<b>1.</b> Discontinue family style, self-service, and buffet	No alternative		Shannon Matters Cafeteria Staff
	<b>2.</b> Provide grab and go breakfast and lunch as part of district food program.	No alternative		Shannon Mattered Cafeteria STaff
	<b>3.</b> Food needs to be delivered to classrooms at lunch time by a staff member. Make sure they are appropriately marked by Teachers name and kept together for easier pick up by staff.	No alternative		Building Principal
	<b>a.</b> Consider staggered lunch time or meal delivery to classrooms to minimize hallway traffic  <b>4.</b> Food from home			Building Principal





	<p>5. Method of providing meals to eligible students that are receiving virtual instruction (if offered)</p> <p>a. Consider meals picked up outside in the parking lot via parent pick up. Notify school when outside to send out.</p> <p>6. Individuals must wear gloves while handling food. Individuals must wash or sanitize their hands before putting on and after removing their gloves or after directly handling used food service items.</p> <p>7. No sharing food</p>	<p>No alternative</p> <p>If disposable items are not feasible or desirable, ensure that</p>	<p>All students are eligible to get meals via the national school lunch program.</p>	<p>Shannon Mattera Cafeteria Staff</p> <p>Shannon Mattera Cafeteria</p>
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	<ol style="list-style-type: none"> <li>8. Use disposable food service items (e.g., utensils, dishes)</li> <li>9. All meals will be pre-ordered .</li> <li>10. Food service providers will follow CDC guidelines for cleaning and disinfecting food prep surfaces.</li> </ol>	<p>all non-disposable food service items are handled with gloves. Items will be sent back in the original storage bag</p> <p>No alternative No alternative</p>		
<b>Heating meals</b>	<ol style="list-style-type: none"> <li>1. Develop a procedure for informing parents that student meals will not be heated in school.</li> <li>2. Students will bring meals in thermoses or meals that do not require heating</li> </ol>	<p>No alternative</p> <p>School meals provided</p>	<p>All students are eligible to get meals via national school lunch program</p>	<p>Building Principal</p> <p>Building Principal</p>



<p><b>Storing student food</b></p>	<ol style="list-style-type: none"> <li>1. Develop specifications for storing food</li> <li>2. Students bring in meals in personal coolers or bag that are cooled without need for refrigeration</li> <li>3. Students with feeding plans will have to be customized taking into consideration their needs. Additionally, staff may need face shields while feeding the students.</li> </ol>	<p>School meals available will be stored in school warmer or refrigerator</p>		<p>Building Principal</p>
<p><b>Storing staff food</b></p>	<ol style="list-style-type: none"> <li>1. Develop specifications for storing food</li> <li>2. Staff bring in meals in personal coolers or bag that are cooled without need for refrigeration or thermoses for hot meals</li> <li>3. Notify staff that food service warmers and refrigerators are for school student meals</li> </ol>			<p>Building Principal</p>



<p><b>Student Cafeteria</b></p>	<ol style="list-style-type: none"> <li>1. Develop specifications for student lunch (location and time)</li> <li>2. Meals will be in classrooms.             <ol style="list-style-type: none"> <li>a. Schedule lunch pick up to minimize gathering at the same time</li> <li>b. Hand washing or sanitizing before and after meals</li> </ol> </li> </ol>	<p>Determine additional designated areas if needed. Tables would need to be left up with consideration for other uses of the area. Consider lunch outside when possible</p>		<p>Building Principal</p>
<p><b>Staff Faculty Room</b></p>	<ol style="list-style-type: none"> <li>1. Develop specifications for staff lunch             <ol style="list-style-type: none"> <li>a) Social distancing</li> <li>b) Stagger lunch times</li> <li>c) Utilize multiple spaces (possibly outside/auditorium)</li> </ol> </li> <li>2. Hand washing or sanitizing before and after meals</li> </ol>	<p>Determine additional designated areas if needed. Tables would need to be left up with consideration for other uses of the area. Consider lunch outside when possible.</p>		<p>Building Principal</p>



	3. Disinfection			
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## RESTART & RECOVERY

### 9. Recess/Physical Education

School districts must complete an inventory of outdoor spaces and mark off areas to ensure separation between students. Recess must be staggered by groups and staff must disinfect playground equipment and other shared equipment between uses. School districts should also consider closing locker rooms and encouraging students to wear comfortable clothing and safe footwear to school so they can participate in physical education classes without needing to change.

#### Guiding Principle

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#### Criteria for Success

- Meet or exceed the health and safety guidelines listed in NJDOE Guidance for Reopening & CDC Guidelines
- Identify areas for choice and criteria for choice when applicable
- List preferred option and secondary option for choice when applicable
- Includes social and emotional support for students, staff, and families so that everyone feels safe and knows their voice matters
- Ensure quality instruction
- Create a positive culture and climate
- Clear and accessible guidance for all stakeholders (language, no jargon)

#### Area: Recess/Physical Education

Issue	Solution/Tasks	Alternatives to Solution (Optimal and Secondary)	Criteria to Access Alternatives	Person(s) Responsible
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<p><b>Physical Education: Schedule &amp; Location</b></p>	<p>To begin the school year, physical education classes will take place in the classroom or outdoors when weather permits. In the event that student movement within the building can be increased, school will complete an inventory of other potential physical education spaces (ie. gymnasium, larger classroom space, outdoors, etc.) to ensure social distancing requirements can be maintained.</p> <p>Physical education class schedules will be revised to allow time for staggered transitions, cleaning of equipment, etc.</p>	<p><b>Optimal Specifications</b> All possible physical education class locations will maintain social distancing requirements.</p> <p>Physical education class schedules will be revised to allow time for staggering, disinfecting, etc.</p>		<p>Building Administrator</p> <p>Physical Education Teacher</p>
<p><b>Physical Education: Schedule &amp; Location (Continued)</b></p>	<p>The School will review an IEP to determine if &amp; how new policies &amp; procedures impact current specifications regarding inclusion opportunities in special area settings (i.e. physical education)</p>			<p>Building Administrator</p> <p>Sending district case managers/CST</p>



<p><b>Physical Education: Social Distancing</b></p>	<p>When physical education classes are held in the classroom, all social distancing requirements will be maintained.</p> <p>In the event that student movement within the building can be increased, specific physical education areas will be designated for each class to avoid cohort mixing and ensure social distancing requirements.</p> <p>In the event that student movement within the building can be increased, schools will use cones, flags, tape, or other signs to create boundaries between groups during physical education classes as needed.</p>	<p><b>Optimal Specifications</b> Students will have at least 6 feet of space between one another during physical education in the classroom setting.</p> <p><b>Secondary Specifications</b> If the 6 feet social distancing requirements can not be maintained in the classroom setting, alternate locations may be utilized. (ie. gymnasium, larger classroom space, outdoors, tent, etc.)</p> <p>Avoid cohort mixing.</p> <p>Use physical materials to create boundaries between groups.</p>	<p>Social distancing requirements cannot be maintained in the classroom setting.</p> <p>Class sizes are small enough that social distancing requirements can be maintained when space is accessed by multiple groups and boundaries and/or designated areas are established.</p>	<p>Building Administrator</p> <p>Physical Education Teacher</p> <p>TAs</p>
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<p><b>Physical Education: Disinfecting &amp; Hygiene Protocol</b></p>	<p>Physical education class activities will either require no equipment or enough equipment will be available for all students to have their own.</p> <p>All physical education equipment will be disinfected between each use.</p>	<p><b>Optimal Specifications</b> No sharing of physical education equipment between students.</p> <p>Physical education equipment is disinfected between each use</p>		<p>Physical Education Teacher</p> <p>Teachers</p> <p>TAs</p>
<p><b>Physical Education: Disinfecting &amp; Hygiene Protocol (Continued)</b></p>	<p>The school will adopt handwashing protocol to ensure that students and staff will always wash hands immediately after physical education class.</p>	<p><b>Optimal Specifications</b> Students and staff will always wash hands immediately after physical education class.</p>		<p>Teachers</p> <p>TAs</p>
<p><b>Recess/Playground: Social Distancing</b></p>	<p>When recess is held in the classroom, all social distancing requirements will be maintained.</p> <p>In the event that student movement within the building can be increased, specific recess areas will be designated for each class to avoid cohort mixing and ensure social distancing requirements.</p>	<p><b>Optimal Specifications</b> Students will have at least 6 feet of space between one another during recess in the classroom setting.</p> <p>Only one class accesses the playground areas at a time.</p> <p><b>Secondary Specifications</b> If the 6 feet social distancing requirements can not be maintained in the classroom</p>	<p>Social distancing requirements can not be maintained in the classroom setting.</p> <p>Class sizes are small enough that social distancing requirements can be maintained when space is accessed by multiple groups and boundaries and/or designated areas are established.</p>	<p>Building Administrator</p> <p>Teachers</p> <p>TAs</p>



	<p>In the event that student movement within the building can be increased, schools will use cones, flags, tape, or other signs to create boundaries between groups as needed.</p>	<p>setting, alternate locations may be utilized. (ie. gymnasium, larger classroom space, outdoors, etc.)</p> <p>Avoid cohort mixing.</p> <p>Use physical materials to create boundaries between groups.</p>	<p>Playground schedule requires that classes be grouped in order to ensure equal access.</p>	
<p><b>Recess/Playground: Disinfecting &amp; Hygiene Protocol</b></p>	<p>Recess activities which require no equipment will be encouraged. (ie: virtual movement videos, yoga exercises, mindfulness activities, etc.)</p> <p>Physical materials made available during recess in the classroom will be designated to individual students and disinfected between each use.</p> <p>Schools will develop frequent disinfecting protocols for playgrounds between each use.</p>	<p><b><u>Optimal Specifications</u></b> No physical recess materials are utilized. No sharing of recess materials between students.</p> <p>Recess equipment/materials will be disinfected between each use.</p>		<p>Teachers</p> <p>TAs</p>



<p><b>Recess/Playground: Disinfecting &amp; Hygiene Protocol</b></p>	<p>Schools will adopt handwashing protocol to ensure that students and staff will always wash hands immediately after recess and playground time.</p>	<p><b>Optimal Specifications</b> Students and staff will always wash hands immediately after recess.</p>		<p>Teachers  TAs</p>
<p><b>Use of Gymnasium</b></p>	<p>To begin the school year, the school will prohibit use of the gymnasium for purposes which extended beyond physical education class (ie. special events and earned free time- behavior reinforcement).</p> <p>In the event that student movement within the building can be increased, reinstating limited use of the gymnasium will be considered if all social distancing requirements can be maintained.</p>	<p><b>Optimal Specifications</b> Prohibit use of the gymnasium for purposes which extend beyond physical education class.</p> <p><b>Secondary Specifications</b> Allow limited use of the gymnasium if all social distancing requirements can be maintained.</p>	<p>Student movement within the building can be increased</p>	<p>Building Administrator  Teachers  TAs</p>



## RESTART & RECOVERY

### 10. Extracurricular Activities and Use of Facilities Outside of School Hours

All extracurricular activities must comply with applicable social distancing requirements and hygiene protocol. External community organizations that use school facilities must follow district guidance on health and safety protocols.

#### Guiding Principle

**No one becomes sick with Covid-19 because of the educational environment.**

#### Criteria for Success:

- Meet or exceed the health and safety guidelines listed in NJDOE Guidance for Reopening & CDC Guidelines
- Identify areas for choice and criteria for choice when applicable
- List preferred option and secondary option for choice when applicable
- Includes social and emotional support for students, staff, and families so that everyone feels safe and knows their voice matters
- Ensure quality instruction
- Create a positive culture and climate
- Clear and accessible guidance for all stakeholders (language, no jargon)

#### Area: Extracurricular Activities and Use of Facilities Outside of School Hours

Issue	Solution/Tasks	Alternatives to solution (1st & 2nd)	Criteria to access alternatives	Person (s) responsible
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<p><b>In-person field trips pose a threat to the health of our students and faculty.</b></p>	<p><b>Optimal</b></p> <ol style="list-style-type: none"> <li>1. Propose cancelling all extra-curricular field trips until at least January 1, 2021 and as per guidelines from state and CDC.</li> <li>2. Provide opportunities for virtual field trips.</li> </ol>	<ol style="list-style-type: none"> <li>1. NONE. No student walking is safe if maintaining a 6 foot social distance.</li> <li>2. If walking trips are necessary for select students, with appropriate PPE for both students and staff (Masks, shields, gloves, etc) a second staff member is required for all trips for safety. Distance maintained will be less than 6 feet.</li> <li>3. No alternatives for travel training instruction unless done virtually.</li> </ol>	<ol style="list-style-type: none"> <li>1. Separate parent permission for walking trips specific details of trip given current state of return to school.</li> <li>2. Technology to access virtual field trips and travel training instruction.</li> </ol>	<ol style="list-style-type: none"> <li>1. will make the final decision on all trips to leave the building.</li> <li>2. Opportunities for virtual field trips/ travel training can be organized by classroom teachers.</li> </ol>
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<p><b>Extra -curricular large group gatherings will pose a threat to the health and safety of our students, staff and parents.</b></p>	<p><b>Optimal</b></p> <ol style="list-style-type: none"> <li>1. Staff should participate in virtual-only professional development and meetings unless social distance can be maintained.</li> </ol> <p>- Initial priority for faculty Professional Development will be on COVID related information, as well as ongoing Distance Learning that may be needed in preparation for resurgence and potential re-closing. In addition staff will be required to complete state mandated annual PD.</p> <ol style="list-style-type: none"> <li>2. Cancel assemblies for students.</li> <li>3. In- person/ in</li> </ol>	<ol style="list-style-type: none"> <li>1. Independent study and or online courses</li> <li>2. Assemblies can be held if done virtually or videotaped as a webinar that can be facilitated by teacher and or parent.</li> </ol>	<ol style="list-style-type: none"> <li>1. Availability and access to technology for staff, students and parents.</li> <li>2. Approval needed for any PD requiring release from work time and or a fee.</li> </ol>	<p>Building Principals, Supervisor of Curriculum and Instruction Department Chairs Social Workers Speech OT</p>
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	<p>building Back to School Night will be cancelled.</p> <p>4. All other in building events are cancelled until further notice.</p>			
<p><b>Life Skills Instruction as specified in students' IEPs.</b></p>	<p><b>Optimal</b></p> <p>1. Use Curriculum tools currently modified and adapted to current guidelines for restrictions of community access. This curriculum provides problem-based activities to be completed within the school building.</p>		<p>When it's not possible to recreate the Life Skills Instruction situation in the classroom, use our alternatives of Sub tasks components if not full tasks.</p>	<p>OT, PT, Sp and Social Workers Classroom Teachers; Building Principals</p>



## RESTART & RECOVERY

### ACADEMIC, SOCIAL, AND BEHAVIORAL SUPPORTS

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#### INTRODUCTION

Ensuring staff and students' physical health and safety is only the first step to optimizing conditions for learning. The remainder of this section describes academic, social, behavioral supports that the Northwest Essex Community Healthcare Network Therapeutic School and PreSchool will implement upon the reopening of schools to unlock educator capacity to teach and student capacity to learn.

#### A. SOCIAL EMOTIONAL LEARNING (SEL) AND SCHOOL CULTURE AND CLIMATE

The Northwest Essex Community Healthcare Network Therapeutic School and PreSchool understands the important role of climate and culture, more specifically, social and emotional learning (SEL) and how critical it is in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning.

- Not Being Utilized
- Being Developed by School Officials
- ✓ Currently Being Utilized

#### EXPLANATION

Upon the reopening of school, the NECHNTSPS will utilize its existing behavioral and counseling department to provide social emotional learning (SEL) support to students, families and staff.

#### B. 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.

- Not Being Utilized
- Being Developed by School Officials
- ✓ Currently Being Utilized

#### EXPLANATION

The student population of the NECHNTSPS is fully special education, therefore the district does not implement the I&RS process or a formal Multi-Tiered Systems of Support (MTSS).

While we do not implement a formal MTSS, the district





This department will continue to provide in-district support through the integration of SEL curriculum and programs, as well as collaborate with other out-of-district resources and local agencies.

These supports will address:

- Educator Well-Being
- Trauma-Informed Social and Emotional Learning
- School Culture and Climate
- Utilizing the Strengths of Staff

These supports will be assessed on an ongoing basis and the services provided by this department will be refined and enhanced as needed.

### 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.

Not Being Utilized

- ✓ Being Developed by School Officials
- Currently Being Utilized

#### EXPLANATION

The NECHNTSPS will develop a well-trained, collaborative team of staff members that will be responsible for determining student and family needs, coordinating services, and providing additional resources to the students and families. Wraparound services this team may explore include: mental health support, primary health and dental care, family engagement, expanded before school and afterschool and Summer learning time, and mentoring.

does utilize the underlying concepts of traditional MTSS as we work to ensure that all students are provided with the appropriate level of support and intervention in the classroom. Upon the reopening of school, all instruction (both in-person and virtual) will continue to be highly individualized based on each student's Individualized Education Plan (IEP).

### D. FOOD SERVICE AND DISTRIBUTION

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

Not Being Utilized

- Being Developed by School Officials
- ✓ Currently Being Utilized

#### EXPLANATION

The NECHNTSPS has developed specific protocols related to the provision of food service and distribution upon the reopening of schools. These protocols can be viewed on pages 65-71 of this plan.



## RESTART & RECOVERY

### LEADERSHIP AND PLANNING: COMMITTEES

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#### INTRODUCTION

Northwest Essex Community Healthcare Network Therapeutic School and PreSchool developed a School Wide Restart Committee The Pandemic Response Team that focused on establishing school wide procedures for the 10 critical areas. Members of the committee and response team can be found on the subsequent pages.

	<b>DISTRICT RESTART COMMITTEE</b>	<b>CRITICAL AREA COMMITTEE</b>	<b>PANDEMIC RESPONSE TEAM</b>
<b>FUNCTION</b>	Coordinate the overall reopening plan.	Responsible for developing individual critical area plans.	School-based to centralize, expedite, and implement COVID-19-related decision-making.
<b>MEMBERS</b>	School-Level Administrators NECHN Board Members Parent	School-Level Administrators Parent	Administrator Educators Parent



## RESTART & RECOVERY

### SCHOOL RESTART COMMITTEE

Adjusting the school environment to ensure the health and safety of students and staff will require a great deal of planning. School districts should create a Restart Committee to coordinate the overall reopening plan. This Committee should include district- and school-level administrators, school board members or charter trustees, local education association representatives, educators, parents, and students. The Restart Committee should work closely with school Pandemic Response Team, health departments, and others in municipal and county government to develop district plans that address the ten Critical Areas of Operation.

#### NECHNTSPS ADMINISTRATORS

Executive Director, Tony Lucibello  
 Principal, Jo Tandler  
 Business Administrator, Betty Hogan  
 Supervisor of Instruction, Susan Wilson  
 Technology, Chris Helm  
 Social Worker, Trish Bradley  
 Administrative Assistant to the Principal, Ann Marie DeBlasio

#### SCHOOL BOARD MEMBERS

President, Patricia Inaugurato  
 Vice President, Gabriel Nazziola  
 Treasurer, James E Slaters  
 CEO/Secretary, Mauro G Tucci  
 Board Member, Silvia Prieto-Haines  
 Board Member, Jamillah Beasley-McCleod  
 Board Member, Carol Ann Russo

#### FACULTY & STAFF

Principal, Jo Tandler  
 Supervisor of Curriculum and Instruction, Sue Wilson  
 Nurse, Donna O' Connor  
 Social Work Department Chair, Trish Bradley  
 Behaviorist, Erika McGhee  
 Administrative Assistant to the Principal, Ann Marie DeBlasio  
 Security, Debbie Mitchell  
 Facilities Coordinator, Robert Nichols  
 Educator, Linda Dorenfast  
 Educator, Steve Zara  
 Educator/Technical Support, Vanessa Foster

#### PARENT

Mrs. Alburon



## **RESTART & RECOVERY**

### **PANDEMIC RESPONSE TEAMS**

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The NECHNTSPS established a school-based Pandemic Response Team in the Therapeutic School and PreSchool to centralize, expedite, and implement COVID-19-related decision-making. The school team has a liaison that reports to the school administrators to ensure coordinated actions across the school and agency.

Pandemic Response Team are responsible for:

- Overseeing each school’s implementation of the district’s reopening plan, particularly health and safety measures, and providing safety and crisis leadership.
- Adjusting or amending school health and safety protocols as needed.
- Providing staff with needed support and training.
- Reviewing school level data regarding health and safety measures and the presence of COVID19 and reporting that data to the school administrators and the agency as required.
- Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posted by COVID-19.
- Providing necessary communications to the school community and to the sending district.
- Creating pathways for community, family, and student voices to continuously inform the Team’s decision-making.

#### **PANDEMIC SCHOOL-BASED TEAM MEMBERS**

Principal, Jo Tandler

Supervisor of Curriculum and Instruction, Sue Wilson

Nurse, Donna O’ Connor

Social Work Department Chair, Trish Bradley

Behaviorist, Erika McGhee

Administrative Assistant to the Principal, Ann Marie DeBlasio

Security, Debbie Mitchell

Facilities Coordinator, Robert Nichols

Educator, Linda Dorenfast

Educator, Steve Zara

Educator/Technical Support, Vanessa Foster



## RESTART & RECOVERY

### LEADERSHIP AND PLANNING: SCHEDULING

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#### Phase 1

September 8th - October 16th

- Full Capacity
- Allow for virtual instruction for students opting out
- 4 hour session day for students
- Afternoon for staff: professional development/virtual learning

#### Phase 2

October 19 - November 27

- Reassess schedule and make necessary modifications
- Full capacity
- Allow for parents who selected only virtual instruction for phase 1 to opt in for in person
- Increase in-person instruction to fill days if possible.

#### Phase 3

November 30 - January 15

- Reassess schedule and make necessary modifications.
- Full capacity
- Allow for parents who selected only virtual instruction to opt-in for in-person
- Full day

VARIABLES



THE NECHNTSPS will continuously study data sources to make appropriate adjustments to our scheduling. Variables have the ability to affect our reopening schedule, including personnel availability and student attendance (in-person student totals vs. virtual student totals).



## RESTART & RECOVERY

### LEADERSHIP AND PLANNING: STAFFING

The Northwest Essex Community Healthcare Network Therapeutic School and PreSchool will consider access and equity for all staff to ensure continuity of student learning. The NECHNTSPS’s plan and decision-making throughout the school year will consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.

When making staffing scheduling and assignments, the NECHNTSPS 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), COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.

Our plan identifies the 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.

As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.

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

#### 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.

#### 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).

#### CERTIFICATION

**Performance Assessment (edTPA):** Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the 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.



## **RESTART & RECOVERY**

### **LEADERSHIP AND PLANNING: IN-PERSON AND HYBRID LEARNING ENVIRONMENTS: ROLES AND RESPONSIBILITIES**

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In a fully in-person or hybrid learning environment, the NECHNTSPS will leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.

#### **INSTRUCTIONAL STAFF**

- Reinforce social distancing protocol with students and co-teacher or support staff.
- Limit group interactions to maintain safety.
- Support school building safety logistics (entering, exiting, restrooms, etc.).
- Become familiar with school online protocols and platforms.
- 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.
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Provide regular feedback to students and families on expectations and progress.
- Set clear expectations for remote and in-person students.
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- Instruct and maintain good practice in digital citizenship for all students and staff.
- Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
- Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
- Limiting on-line activities for preschool students.





## **MENTOR TEACHERS**

- Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
- Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
- Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
- Continue to maintain logs of mentoring contact.
- Mentor teachers should consider all health and safety measures when doing in-person observations.
- Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- Consider alternative methods for classroom observations and avoiding in-person contact where possible.

## **ADMINISTRATORS**

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

- Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
- Provide time for staff collaboration and planning. Prioritize practical science and practical CTE areas for on-site opportunities.
- Prioritize vulnerable student groups for face-to-face instruction.
- 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.
- Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
- Define and provide examples of high-quality instruction given context and resources available.
- Assess teacher, student, and parent needs regularly.



- Ensure students and parents receive necessary supports to ensure access to instruction.
- 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).
- Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
- 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.
- Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
- Ensure the Principal of Early Childhood Education is involved in the planning in order that development activities and supports are in place for Preschool and supports transition to Kindergarten.

#### **EDUCATIONAL SERVICES STAFF MEMBERS**

- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.
- Manage online platform for small groups of in-person students while teacher is remote.
- Assist with the development and implementation of adjusted schedules.
- Plan for the completion of course requests and scheduling (secondary school).
- Assist teachers with providing updates to students and families.
- Support embedding of SEL into lessons.
- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.



### **SUPPORT STAFF/TEACHING ASSISTANTS/ONE TO ONE AIDES**

- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- Pre-record read-alouds and videos around SEL activities and routines (grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.
- Provide real-time support during virtual sessions.
- Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.
- Family Workers will need to provide support to parents via virtual platforms (Pre-school).

### **SUBSTITUTES**

- Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
- Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
- Identify areas where additional staff may be necessary: school nurse, Social Workers, and Behaviorist.



## **RESTART & RECOVERY**

# **LEADERSHIP AND PLANNING: EDUCATOR ROLES RELATED TO SCHOOL TECHNOLOGY NEEDS**

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### **EDUCATOR ROLES RELATED TO SCHOOL TECHNOLOGY NEEDS**

To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:

- Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.
- Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
- To the extent possible, provide district one-to-one instructional devices and connectivity.
- Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/ passwords/organizational credentials).

### **Additional Staff Concerns**

The NECHNTSPS will also be prepared to navigate additional staffing concerns and topics, including:

- 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.
- Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).
- Consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.
- Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
- Increase the need for all staff to address student trauma, social emotional learning, and digital citizenship.



## **RESTART & RECOVERY**

### **POLICY AND FUNDING**

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The Northwest Essex Community Healthcare Network Therapeutic School and PreSchool is 100% tuition based and is not eligible or in receipt of any federal, state or local funding. As a result of this, the district can not seek funding options being made available to traditional public schools such as:

- Elementary and Secondary School Emergency Relief Fund
- State School Aid

The Northwest Essex Community Healthcare Network Therapeutic School and PreSchool will rely on the use of reserve accounts, transfers, and cash flow for fiscal planning.

#### **Purchasing**

As a result of the COVID-19 pandemic, the Northwest Essex Community Healthcare Network Therapeutic School and PreSchool has and will continue to purchase items not needed in the past (ie. personal protective equipment and cleaning supplies to sanitize facilities) and experience an increased demand for previously purchased goods and services (such as technology). The district continues to purchase items at a lower cost through established State contracts or cooperative purchasing consortiums when possible and abide by the provisions of the “Public Schools Contract Law,” N.J.S.A. 18A:18A-1 et seq.

#### **Use of Reserve Accounts, Transfers, and Cashflow**

To account for fiscal uncertainty with respect to possible disruptions in the receipt of anticipated revenues or unforeseen expenses, the Northwest Essex Community Healthcare Network Therapeutic School and PreSchool will, to the greatest extent possible, consider making expenditures from various accounts or over budget line items to meet unanticipated costs and manage cash flow.

#### **Costs and Contracting**

The Northwest Essex Community Healthcare Network Therapeutic School and PreSchool will 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.



## **RESTART & RECOVERY**

### **CONTINUITY OF LEARNING**

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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. The NECHNTSPS will work closely with its stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are in need of in-person instruction.

Curriculum, instruction, assessment, professional learning, and career and technical education (CTE) are all constructs that can be adjusted to serve as levers for equity.



## RESTART & RECOVERY

# CONTINUITY OF LEARNING: ENSURING THE DELIVERY OF SPECIAL EDUCATION AND RELATED SERVICES TO STUDENTS WITH DISABILITIES

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Under the federal Individuals with Disabilities Education Act (IDEA) and New Jersey state special education regulations, students with disabilities are entitled to special education and related services, such as accommodations and modifications to instruction, speech-language services, occupational therapy (OT), physical therapy (PT), and counseling.

Consistent with guidance from the United States Department of Education, school districts must continue to meet their 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

- 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.
- IEP teams should 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.
- IEP teams should 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.

possible during the COVID-19 pandemic. Additionally, in accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.

Specific strategies and considerations for students with disabilities must be critical points of discussion for every return-to-school scenario. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:



- IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.





## **RESTART & RECOVERY**

### **CONTINUITY OF LEARNING: TECHNOLOGY AND CONNECTIVITY**

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The NECHNTSPS will strive to ensure that every student has access to a device and internet connectivity. We will prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, we have included in our reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.

The NECHNTSPS has:

- Conducted a needs assessment in the 2019-2020 school year, and will conduct a second prior to the start of the 2020-2021 school year.
- Consider the attendant needs associated with deployment of needed technology, including student and parent training and acceptable use policy implementation.
- Prioritized the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.
- For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.



## **RESTART & RECOVERY**

# **CONTINUITY OF LEARNING: CURRICULUM, INSTRUCTION AND ASSESSMENTS**

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In planning curriculum, instruction, and assessment for reopening, school officials must 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).

The Northwest Essex Community Healthcare Network's Therapeutic School and PreSchool reopening plan was built upon the following critical tenants:

- All students deserve equitable access to a high-quality education. The type of learning experiences that are appropriate will vary based on grade band and content area.
- This unique time provides opportunities for innovation: new approaches to customized learning and new types of partnerships with family members, caregivers, and community stakeholders.
- Strong instruction, student engagement, and effective assessment are interdependent and benefit from a strong feedback loop between administration, educators, students, and families.
- Anxiety may be reduced by developing a shared sense of purpose, providing clear expectations and comprehensive support systems, building strong relationships, and allowing for flexibility/adaptability.
- Thoughtful planning is necessary to provide necessary support for instructional shifts. Approach digital technologies with the flexibility necessary to maximize student learning and enhance communication pathways, and foster an effective partnership approach with family members and caregivers.
- Early collaboration between educators is encouraged to ensure consistency across grades and content areas and provide sufficient time to prepare for necessary incorporation of new instructional techniques.

## **CURRICULUM**

As we plan to enter the 2020-2021 school year, educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures. This loss includes not only the skills necessary to access grade-level material, but also content knowledge. To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed. Accelerated learning



focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate support necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

## **INSTRUCTION**

As the NECHNTSPS prepares for the upcoming school year we will work to develop instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members.

In developing it's instructional plan, the NECHNTSPS has considered the following:

- Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments and expectations for interactions to ensure all students have access to high-quality instruction.
- Design for student engagement and foster student ownership of learning.
- Develop students' meta-cognition.
- Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.

## **ASSESSMENT**

In regards to assessment, the NECHNTSPS has considered the following:

- Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
- In the absence of Spring 2020 summative assessment data, the school will identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.
- 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.
- 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. 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.



## **RESTART & RECOVERY**

### **CONTINUITY OF LEARNING: PROFESSIONAL LEARNING**

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The Northwest Essex Community Healthcare Network Therapeutic School and PreSchool believes it is imperative to provide professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences. The NECHNTSPS will focus on professional development to address the learning loss for the most vulnerable populations and prepare and support educators in meeting the social, emotional, health, and academic needs of all students.

#### **PROFESSIONAL LEARNING OPPORTUNITIES**

Professional learning opportunities will be:

- Presented prior to the beginning of the year
- Presented throughout the school year
- Presented in order to grow each educator's professional capacity to deliver developmentally appropriate, standards-based instruction remotely
- Presented to include the input and collaboration of stakeholders, including all staff, parents, and community members

Professional development plans (PDPs) for teaching staff and administrators will remain flexible and adaptable to the changing needs of the district, school, and individual educator.

#### **MENTORING AND INDUCTION**

- Induction must be provided for all novice provisional teachers and teachers new to the district.
- One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
- Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
- Mentoring must be provided in both a hybrid and fully remote learning environment.
- Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

#### **EVALUATION**

- School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
- School districts should develop observation schedules with a hybrid model in mind



- School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
- School districts should consider the School Improvement Panel (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities.
- School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.