

03-0285 - BERGEN COUNTY SPECIAL SERVICES PLAN – 07-31-2020



Restart & Recovery Plan

Board Approved August 27, 2020

Table of Contents

TOPIC	PAGE
Introduction	4
Sourcing Best Practices	4
I. Conditions for Learning	4
Critical Areas of Operation #1-General Health and Safety	4
a. Communication	4
b. Staff at Higher Risk	5
c. Students at Higher Risk	5
d. Following CDC’s Guidelines	5
e. Promoting Behaviors that Reduce Spread	5
Critical Areas of Operation #2-Classrooms, Testing, and Therapy Rooms	5
a. Classrooms	5
b. Therapy- OT, PT, ST	8
Critical Areas of Operations #3-Transportation	8
a. BCSS Buses Utilized to Transport Adults	8
b. Transportation Cleaning	9
c. BCSS a Receiving School District	9
Critical Area of Operation #4-Student Flow, Entry, Exit, and Common Areas	9
Critical Area of Operation #5-Screening, PPE, and Response to Students and Staff Presenting Symptoms	10
a. Policy for Screening Students and Employees	10
Critical Area of Operation #6-Contact Tracing	11
Critical Area of Operation #7-Facilities Cleaning Practices	12
Critical Area of Operation #8-Meals	12
Critical Area of Operation #9-Recess/Physical Education	12
Critical Area of Operation #10-Field Trips, Extra-curricular Activities, and Use of Facilities Outside of School Hours	13
a. Field Trips & CBI	13
b. Extra-curricular Activities	13
c. Use of Facilities Outside of School Hours	13
Social Emotional Learning (SEL)	13
Staff/Student/Parent Training	13
a. Medical & Protocols	13
b. Social Emotional Well-Being	14
c. Schools Will Utilize CST & District SAC to Address Ongoing Mental Health Issues	14
d. Educator Well-being	14
School Culture and Climate	14
Multi-tiered Systems of Support	14
a. Universal Screening	14
b. Collaborative Problem Solving	14
c. Family Engagement	15

d. Data-Based Decision Making	15
Wraparound Supports	15
a. Mental Health Supports	15
b. Primary Health and Dental Care	15
c. Family Engagement	15
d. Academic Enrichment/Expanded After-School Learning	16
e. Mentoring	16
Food Service and Distribution	16
Quality Child Care	16
II. Leadership and Planning	16
Establishing a Restart Committee	16
Pandemic Response Teams	16
Scheduling	17
Staffing	17
In-Person and Hybrid Learning Environments: Roles and Responsibilities	17
Instructional Staff	17
Mentor Teachers	18
Administrators	18
Educational Services (OT/PT/ST, CST/Counselors)	19
Support Staff (Teacher Assistants)	19
Substitutes	19
Digital Divide	20
Student Teachers	20
Athletics	20
III. Policy and Funding	20
IV. Continuity of Learning	20
a. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	20
b. Technology & Connectivity – Digital Divide	21
c. Curriculum, Instruction, and Assessment	21
d. Professional Learning	22
Appendix A	23
Appendix B-School-based Procedures & Considerations	24

Bergen County Special Services Restart and Recovery Plan

Introduction:

Bergen County Special Services School District is committed to the health and safety of our students and staff. This is our number one priority. The BCSS Restart Plan aims to define clear guidance for the reopening of schools that aligns with the regulations developed in collaboration with county, state and national health professionals and organizations.

The areas outlined in this plan represent major considerations our district is addressing to reopen schools safely and to sustain their reopening. Based on the guidance here, each of our school's Pandemic Response Teams are customizing this plan to meet the more specific health and safety needs of the students and staff within each of our very unique educational environments.

As with every plan right now, this document is fluid and will change as necessary based on guidance from the state, the Bergen County Health Department and considerations to our families and our staff.

We strongly believe the actions brought forth in this plan are in the best interests of our students, staff, families and communities.

BCSS Restart Committee Members include: Central Office & Building Level Administrators, Board President, Teacher, Nurse, Association Presidents, Parent Rep, and Operations & Transportation Supervisors

Sourcing Best Practices:

- **NJDOE The Road Back, Restart and Recovery Plan for Education**
- **Guidance & Protocols from the Bergen County Department of Health**
- **Maryland's Recovery Plan for Education**
- **Strong Schools NC – Public Health Toolkit (K-12)**
- **American Academy of Pediatric Planning Considerations: Return to In-person Education in Schools**
- **Learning Policy Institute's Policy Brief, Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from other Countries**

I. Conditions for Learning

Critical Areas of Operation:

- **Critical Area of Operation # 1: General Health and Safety**
 - a) **Communication:**

- Maintaining communication with local authorities, specifically the Bergen County Health Department and local district health departments, as well as the BCSS consulting physician, to determine current mitigation levels in our community
- Utilize these authorities to guide us in terms of levels of PPE needed, identifying testing needs, contact tracing & notification procedures

b) Staff at higher risk:

- Staff member with a current medical condition should speak to their doctor, and as applicable, provide Human Resources with a note stating that it is not advisable for them to be in a work environment due to the existing condition
- Be sensitive to those who do not feel comfortable coming in to work
 - o Have supervisors talk to person
 - o Look at the position and can this work be done remotely
 - o Come to an understanding that we will all have to come into work eventually if there is no medically documented condition
- If a staff member has a childcare issue he/she will need to provide documentation that pre-existing childcare is not yet available
 - o We may need to make accommodations for a short time

c) Students at higher risk:

- Student who cannot come to school due to a medical condition, will be provided remote instruction
 - o Assure the parent/caregiver that high quality instruction will continue
 - o Program administrators/case managers reach out to parents to assure them that we will work with the student until they can transition from home to school
- Where possible bring the student into the classroom remotely through Zoom
- Determine how each program/school will handle behavioral issues
 - o Need to have a protocols to ensure staff safety
 - o Look at case by case
 - o If PPE isn't enough protection for staff, may not be able to maintain student in school
 - o PRT to discuss & plan for this at the building level specific to the student population being served

d) Following CDC's <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

e) Promoting behaviors that reduce spread:

- Stay home when appropriate
- Hand hygiene and respiratory etiquette
- Face coverings
- Signs and messages

● **Critical Area of Operation #2: Classrooms, Testing, and Therapy Rooms**

a) Classrooms:

- For social distancing, utilize two rooms, splitting students for spacing, and splitting roles of teachers with assignment to teach specific course(s)

- Students enter/exit one at a time
- Utilize barriers (plexiglass, sneeze guards) for use in classrooms on desks/tables & at individual play stations when possible
- Use larger areas, like cafeteria or large common areas, with partitions for classes. Each Pandemic Response Team will assess their building in terms of the ability to utilize other spaces for instruction
- Furniture and certain equipment can be removed from classrooms and other areas to allow more room for social distancing
- Depending on the size of classrooms and the number of student & staff projected to be in that room staggered scheduling may be required. Each Team will determine if this is necessary & how it will work
- All instructional & non-instructional rooms in school and district facilities must comply with social distancing to the maximum extent possible
- Remote instruction from the classroom via Zoom. Half of the students could attend each day, and the rest view the classroom instruction from home. If a child is at home on an iPad, they can see the same as a student in the classroom
- Could either teach all of the students the same lesson at once, or could record the lesson and show it later to the group of students at their homes
 - When social distancing is difficult, face coverings are required for students if it is possible for the student to wear a mask. In many BCSS schools students cannot wear masks. Some may be able to wear face shields for some protection. All staff are required to wear masks unless it will compromise the individual's health.
 - There should be no sharing of objects, materials. If sharing is necessary the certain equipment is necessary, it must be cleaned and disinfected in between uses.
 - Ensure that our indoor facilities have adequate ventilation, including operational heating, and ventilation systems where appropriate (See Policy #7421 Indoor Air Quality Standards)
 - o Recirculated air must have a fresh air component
 - o Filter(s) for A/C units must be maintained and changed according to manufacturer recommendations
 - Prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol):
 - o In each classroom (for staff and older children who can safely use hand sanitizer)
 - o At entrances and exits of buildings
 - o Near lunchrooms and toilets
 - o Children ages 5 and younger should be supervised when using hand sanitizer
 - o For classrooms that have existing handwashing stations, prepare stations with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol)
 - o Students should wash hands for at least 20 seconds at regular intervals, including before eating, after using the bathroom, and after blowing their nose/coughing/sneezing
 - o Use alcohol-based hand sanitizer (at least 60% alcohol) if washing with soap and water is not possible

- **For Pre-School Classrooms when possible:**
- Keep children six feet apart during nap time (can have cots oriented head to foot), when eating, and doing other activities
- Avoid close group learning activities like reading circles
- Designate times on the schedule to take students out of the classroom to wash hands with soap and water, including, at a minimum:
 - at the start of the day when children enter the classroom
 - before snacks and lunch
 - after using the toilet or helping a child use a toilet
 - after sneezing, wiping, and blowing noses
 - after snacks and lunch, particularly if hands are sticky, greasy or soiled
 - when students come in from outdoor play or recess In limited cases, hand hygiene with an alcohol-based sanitizer or alcohol-based wipes, when there is no visible soiling of hands, are alternatives to hand washing with soap and water by children under the supervision of the teacher

- **Entrances to Buildings**
 - Most reception areas can maintain social distancing with natural barriers already in place. Pandemic Response Teams will determine if additional barriers are needed
 - Visitors to the building will be severely limited (See Policy # 9150 School Visitors)

- **Bathrooms**
 - Stagger the use of bathrooms. One student a time
 - Install/create occupied/vacant signs

- b) Therapy – OT, PT, ST**
 - Severely limit the sharing of equipment (OT, ST)
 - Provide cleaning and disinfecting protocol for shared equipment (mainly for PT)
 - Include time in schedules as needed to clean/disinfect materials/equipment in between students
 - IEP should indicate location where service should be provided
 - Do sessions back to back within a classroom or instructional area when possible to limit the movement of students within cohorts to other areas. (This applies mainly to OT & ST)
 - Each Pandemic Response Team will explore possible options within the building

- **Critical Area of Operation #3: Transportation**

- a) **When BCSS buses are being utilized to transport adults or students the following protocols will be implemented:**

- Students/adults must wear a mask to enter the bus
- BCSS students with disabilities including our young students will not be required to wear a mask if it will adversely affect their health & safety as per a documented diagnosis in the IEP and/or medical file.
- Staff and bus drivers wear masks on the bus unless a documented health issue exists
- Students/adults enter the bus, one at a time, and fill up the back seats first
- Have one student in every other row on each side of the bus
- Have bus windows open for air circulation weather permitting
- CDC is not recommending field trips or other outside activities; therefore in the interest of safety BCSS will implement the following to address the independent skills for our students' with disabilities:
 - Have remote internships
 - BCSS has established a CBI committee looking at what curriculum tools could be used, what job exploration/experiences can we do remotely, daily living skills, i.e. Shopping virtually
 - Review transition support for internships
- Provide masks/face shields for drivers as needed
- See Policy #8630M Bus Driver/Bus Aide Responsibility

- b) **Transportation Cleaning**

- Deep cleaning is needed on a daily basis
- Cleaning between trips, e.g., field trips/internships (not doing at least through December)
- Mini vans are located at programs sites. Same cleaning protocols will apply
- District has spray guns to disinfect buses
 - Takes 5 minutes to spray
 - Should wait half hour to dry before re-entering bus

- c) **BCSS a Receiving School District**

- As a receiving school district BCSS does not transport students from home to school and back
- Local districts contract for or utilize their own buses to transport their students to our programs
- BCSS will review the transportation protocols we receive from local districts and/or various bus companies
- BCSS will monitor buses upon arrival at school to ensure and/or report breaches in protocols to the bus companies and the districts contracting for those buses
- Implementing social distancing on buses may increase the number of buses coming to our schools. In addition, parent transport may become more prevalent as parents may not wish to have their child on a bus; therefore we may need to develop different procedures for student arrival and departure.
- Pandemic Response Teams will need to assess and determine if new arrival and departure procedures are warranted

- **Critical Area of Operation #4: Student Flow, Entry, Exit, and Common Areas:**
 - At the entrances of our buildings all of our students with disabilities, including our young students, will be checked for temperature and other symptoms
 - If a student exhibits symptoms, there will be separate space/room in order to isolate the student until they are picked up to go home
 - The isolation room will be supervised by any one of the following personnel wearing appropriate PPE: a nurse, administrator, other hourly healthcare professionals hired by the district or other agreed upon staff
 - Students will utilize face coverings when entering and exiting the building unless the wearing of the face covering will adversely impact their health and safety due to a medical or disabling condition as documented in their IEP.
 - Due to the fact that a significant number of our students with disabilities will not be able to wear a mask, BCSS staff will be provided the necessary PPE.
 - Provide physical guides, such as tape on floors or sidewalks and/or signs on walls, to help ensure that staff and students remain at least 6 feet apart in lines and at other times (e.g. guides for creating “one-way routes” in hallways).
 - Minimize interaction of students between drop-off and entrance to school facilities
 - The Pandemic Response Teams will determine when there is a need to stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact
 - Create “one-way routes” in hallways.
 - Maintain social distancing in hallways
 - Create student cohorts as an effective strategy to limit exposure and contact
 - No large group gatherings
 - Continue to have signage around school buildings to provide hygiene advice and reminders (CDC offers [printable resources](#) and [handwashing posters](#))
 - Increase frequency of cleaning all surfaces, including walls (to the appropriate height based on age of students)
 - For our students with disabilities, including young students install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6ft apart and/or for students who cannot wear face coverings
 - Eliminate access to lockers/cubbies to keep students from congregating in one area either in the hallway or classrooms
- **Since the majority of our schools provide services to medically fragile students and students with complex disabilities, schools will implement the following:**
 - Obtained PPE prior to opening and maintain ongoing supplies, in order to remain open
 - Staff will utilize appropriate PPE depending on how they need to interact with students, i.e. addressing student’s personal care, medical and/or behavioral needs
 - Ensure there will be continuous disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction

- Ensure heightened monitoring and frequent handwashing which will often require hand-over-hand assistance
 - Limit use of supplies and equipment to one group of children at a time and clean and disinfect between use
 - When possible, ensure adequate supplies to minimize sharing of high touch materials to the greatest extent possible
 - Each student has their own “bin” of supplies/materials/toys, etc.
 - No sharing electronic devices, toys, books, and other games or learning aids, or thoroughly clean and disinfect between use
 - Keep each child’s belongings separated from others’ and in individually labeled containers, cubbies, or areas.
 - Increase circulation of outdoor air as much as possible, for example, by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility
 - Larger rooms (i.e. auditorium, cafeteria, gym) can be used as classrooms to allow for social distancing
 - Turn desks to face in the same direction (rather than facing each other) or have students sit on only one side of tables, spaced apart
 - For furniture that is intended to accommodate more than one student replace the multi-student furniture or consider some type of partitioning system (sneeze guards, plexiglass, temporary or movable dividers)
 - Keep classes together to include the same group of children each day (cohorts). Do not allow mixing between groups/cohorts
 - Allow outdoor classrooms/activities where possible and when seasonally appropriate
 - Add time to lunch and recess periods to ensure students have time to wash their hands
 - Build in the practice of handwashing throughout the day, especially during transition times
- Our staff and students will follow the host site’s plan, but we can implement additional safety measures if the Pandemic Response Team deems it necessary

Critical Area of Operation #5: Screening, PPE, and Response to Students and Staff Presenting Symptoms

- a) Policy for Screening Students and Employees**
 - All students and staff will be required to wear a face covering unless it will adversely impact the individual’s health
 - The same applies for all BCSS students with disabilities including young students
 - BCSS has revised a policy to include screening students and employees for symptoms, including temperature checks and history of exposure. (See Policy # 5310M Health Services)
- **Employees** will utilize a health check questionnaire each day one hour before arrival at school

- The questionnaire will require the employee to check their temperature and to answer basic health questions such as any symptoms (fever, cough, sore throat, etc.)
- If no symptoms noted then employee receives a green check to come to work.
- If symptoms noted receive a red notification & the employee must stay at home and contact their immediate supervisor
- Employee will need to contact their health care provider and obtain documentation regarding their diagnosis and ability to return to in person work and/or provide a negative result for COVID-19 (See Policy #5310M Health Services)
- **Students continued supervision, care and monitoring of symptoms**
 - Upon entering the building, students will have temperature and other symptoms checks
 - If a student exhibits symptoms, identify a separate space/room in order to isolate the student until they are picked up to go home
 - The isolation room will be supervised by any one of the following personnel wearing appropriate PPE: a nurse, administrator, other hourly healthcare professionals hired by the district or other agreed upon staff
 - If it is observed that student develops a symptom(s) during the school day the same procedure will apply
 - Results must be documented when signs/symptoms of COVID are observed
 - Student must show a negative test or obtain information from their health care provider before returning to school (See Policy# 5310M Health Services)
 - Provision of “medical cart” to take to classroom for regular meds, etc. to limit numbers of students & staff visiting nursing office for routine matters
 - Collect accurate district Emergency Form for parent/guardian/adult client group home supervisor contact
 - Revise our Emergency Contact Form – more specific emergency contact information
 - Encourage parent/guardian/adult client supervisor to keep student/adult at home if exhibits any symptoms
 - Create guidelines and disseminate to parents/guardians/adult client home supervisors. They must sign off that they have read and agree to comply
 - Develop procedure to inform all who may have been exposed
- **Procedures for symptomatic staff and students**
 - Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Follow [current Communicable Disease Service guidance](#) for illness reporting.
 - If BCSS becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, BCSS must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality
 - BCSS will implement a policy to prepare for when someone tests positive for COVID-19 that include written protocols detailing the district’s COVID-19 related response for symptomatic students and staff. Protocols must be consistent with the district’s contact tracing policy (see “Critical Area of Operation #6: Contact Tracing”) to the maximum extent practicable. Protocols will include:
 - Each school must establish an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should

remain in isolation with continued supervision and care until picked up by an authorized adult.

- BCSS will follow current Communicable Disease Service guidance for illness reporting
- BCSS will ensure an adequate amount of personal protective equipment (PPE) will be available, accessible, and provided for use in each school
- BCSS will establish methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance as well as the continuous monitoring of symptoms
- BCSS will establish readmittance policies consistent with [Department of Health guidance and information for schools](#) and Department of Health/Communicable Disease Service's [Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19](#) and written protocols to address a positive case
- Provide training for families to be on the alert for signs of illness in their children and to keep them home when they are sick
- School staff are required to wear face coverings unless doing so would inhibit the individual's health
- A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), may preclude the use of face covering
- Visitors to our schools will be severely limited; however if a necessary visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual the point of entry, entry to the school/district facility may be denied.

- **Critical Area of Operation #6: Contact Tracing**

- Contact tracing is the process used to identify those who come into contact with people who have tested positive for many contagious diseases, including COVID-19
- BCSS will provide school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school and district, information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease
- BCSS will engage the expertise of their school nurses to educate the broader school community on the importance of contact tracing
- BCSS has revised Policy #8441M Care of Injured and Ill Persons to include contact tracing procedures and protocols

- **Critical Area of Operation #7: Facilities Cleaning Practices**

- BCSS building supervisors/custodial will continue to adhere to CDC guidelines to building when cleaning our facilities as well as any additional procedures required by our district
- Cleaning will include but not be limited to daily wiping, spraying and the use of available disinfecting machines
- Routinely clean and disinfect surfaces and objects that are frequently touched
- Each Pandemic Response Team (**PRT**) will determine any additional cleaning protocols that need to be implemented in their building based on the special student populations served
- The school administrator in conjunction with the PRT will provide staff with information regarding the specific cleaning protocols in their building

- Ensure that common areas are cleaned/sanitized before next class use. Alert staff via use of “red/green” sign
 - Require posters in bathrooms with hand washing practices described
 - Install or create occupied/vacant signs
 - A procedure manual for the cleaning of our facilities has been developed
- **Critical Area of Operation #8 Meals**
 - Cafeteria will be used for social distance learning not as a lunchroom
 - Lunch will be eaten in classrooms or other designated area, when possible outside
 - Meals will be picked up & delivered to the designated area
 - Meals will need to be preordered and prepaid
 - PRTs will determine the most efficient & safe protocols for meal service in their schools
 - Hand washing will be required before and after eating
 - Our food service vendor, Chartwells, will follow all CDC protocols for the cleaning and disinfecting of their food prep areas
- **Critical Area of Operation #9 Recess/Physical Education**
 - The number of groups that will participate in recess will depend upon the size of the space the facility has whether indoors or outdoors
 - Designate specific areas for each class during recess to avoid cohort mixing
 - Students should have at least 6 feet of open space between them during recess or Physical Education
 - Schools will use cones, flags, tape, or other signs to create boundaries between groups
 - Students and staff will always wash hands immediately after outdoor playtime or after Physical Education class
 - Staggered schedules for the use of playground equipment and frequent disinfecting protocols will be developed by the **PRTs**
 - Schools will complete an inventory of outdoor spaces (playgrounds, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet for social distancing)
 - BCSS schools do not utilize locker rooms
 - To mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment) and do not allow sharing of equipment. If equipment must be shared, clean and disinfect between each use
- **Critical Area of Operation #10 Field Trips, Extra-curricular Activities, and Use of Facilities Outside of School Hours**
 - a) **Field Trips & CBI**
 - There will be no field trips or CBI for students/adults at least through December
 - BCSS has established a CBI committee to develop curriculum and resources to be utilized for CBI, internships and career exploration in school and remotely
 - We already have a Google folder with different resources and are developing a full curriculum. We are looking at software to support virtual CBI and to continue to provide job coaching services to students.
 - We are exploring the new job opportunities that may be available post-COVID

- b) **Extra-curricular Activities**
 - BCSS does not provide extra-curricular activities. Our students are eligible to participate in extra-curricular activities within their home district
 - BCSS does run some after school programs that are funded through DCF. We may choose to not have those programs operational until later in the year.
- c) **Use of Facilities Outside of School Hours**
 - BCSS will severely limit or eliminate the use of our facilities after school hours
 - In rental buildings that are used by other entities after school hours, BCSS will require those organizations to follow district guidance on health and safety protocols
 - o We will supplement the cleaning wherever necessary to ensure our cleaning protocols are completed
- **Social Emotional Learning(SEL)**
- **Staff/ Student/Parent Training**
 - a) **Medical & Protocols**
 - **District nurses are developing a training that will address all aspects of COVID-19 from a medical perspective. This comprehensive training will include guidance & protocols regarding the following:**
 - symptoms
 - spread
 - treatment
 - testing
 - district and building level policies, procedures and protocols (Health Checks)
 - importance of and proper hand washing and social distancing when possible
 - appropriate use of PPE, masks gloves, face shields, gowns, etc.
 - use of hand sanitizer
 - A general training will be developed for the district & then shared with building nurses who will customize the training to meet the needs of the staff depending on how they are required to interact with students based on the level & type of disability
 - b) **Social Emotional Well-Being**
 - District SAC, School Psychologist, and Physical Therapist are developing a training that will address social emotional learning and school culture and climate. This comprehensive training will include:
 - Grief, loss, trauma
 - Mental health and supportive behaviors
 - Fear and anxiety
 - Preparedness, hope, and resilience
 - Coping strategies
 - c) **Schools will utilize CST & district SAC to address ongoing mental health issues**
 - Assess students and staff regarding mental health concerns
 - Provide resources as needed
 - Work with students on an ongoing basis as needed
 - Engage families and provide resources as needed
 - d) **Educator Well-being**

- Administrators will give permission to faculty/staff to take mental health breaks, take walks, and engage in other acts of self-care as needed
 - Administrators/CSTs will check-in regularly with faculty/staff creating opportunities for employees to share information that may be affecting their wellbeing
 - In addition, Employee Assistance Program information will be shared with faculty/staff at the beginning of the school year and individually when a need is identified
 - Information on access to mental health professionals through the health insurance plan will be shared with employees at the beginning of the school year and individually when a need is identified
 - Links to mental health support resources such as the National Alliance on Mental Illness, CDC, and NJ Mental Health Cares will be shared with faculty/staff
 - Provide training for staff to include the following:
 - o Teach and reinforce use of face coverings among all staff (excluding health exceptions)
 - o Hygiene protocols for staff regarding washing of hands, face coverings, [the appropriate use of gloves, etc.](#)
- **School Culture and Climate**
 - In addition to its role in developing, maintaining, and fostering a positive school climate to prevent Harassment, Intimidation, and Building, the School Safety / Climate Team along with school nurse and counselors, where applicable, will assess the school climate and develop evidence-based strategies and school-wide instructional programs to address the identified needs. The efforts of the team will be to prioritize the health and emotional well-being of staff and students to promote a safe learning environment.
- **Multi-tiered Systems of Support**
 - a) **Universal Screening**
 - Teachers administer screening assessments to each student in the areas of English language arts & mathematics. These assessments will be very different depending upon the student population being assessed.
 - b) **Collaborative Problem-Solving**
 - As a district that serves only students with varying levels and types of disabilities, we engage in collaborative problem solving on a daily basis at all times. Each student has an IEP team that assesses the data regarding student progress and then makes decisions as to the supports and instruction that student will be provided. It is then the work of our educational teams consisting of CST, teachers, therapists, in conjunction with families to implement the IEP and to continually assess and then adjust the instruction and level of support services accordingly.
 - c) **Family Engagement**
 - Families and students (to the greatest degree possible) are always included in the decision-making process via the IEP and school level educational teams regarding interventions and supports. We work with our families to help to enable them to provide in-home support for the student and provide the supports or accommodations that may be necessary to facilitate family participation, i.e. participation by phone and ongoing communication between the members of the educational teams and families via phone, email, written correspondence, etc.

- d) Data-Based Decision Making**
 - Data-based decision making involves systematic analysis of data within multiple levels of instruction and interventions to identify students' strengths and areas of need, appropriate interventions and determine the effectiveness of interventions. In each school building in our district a coordinated system for planning and delivering intervention and referral services already exists to assist students who are experiencing learning, behavior, or health difficulties, and to assist staff who have difficulties in addressing students' learning, behavior, or health needs.
- **Wraparound Supports**
 - a) Mental Health Supports**
 - BCSS has long established procedures for working with students in need of individualized mental health interventions
 - Schools will utilize CST & district SAC to address ongoing mental health issues
 - Assess students and staff regarding mental health concerns
 - Provide resources as needed
 - Work with students on an ongoing basis as needed
 - Engage families and provide resources as needed
 - b) Primary Health and Dental Care**
 - BCSS school nurses have been continually and will continue to be engaged in meeting the physical health, dental needs of students and families in virtual, hybrid, or in-person school environments
 - BCSS CST and SAC have been continually involved in meeting mental health needs of students in virtual, hybrid, or in-person school environments
 - Our consulting school physicians has been and will continue to be utilized in addressing the needs of our students and families in both remote and hybrid scenarios as needed
 - c) Family Engagement**
 - Throughout reopening, it is important to connect students and families to wraparound services that will be critical in the upcoming academic year such as health care, mental health supports, child care, after-school enrichment programs, and other services to meet day-to-day needs
 - d) Academic Enrichment/Expanded After-School Learning**
 - BCSS continues to serve students through ESY programming
 - In addition we will work with LEAs through the IEP process to provide compensatory services if and when it is determined that that they are warranted
 - e) Mentoring**
 - BCSS will continue to work with various LEAs to provide home programming for students as required via contracts through our Educational Enterprises division
- **Food Service and Distribution**
 - Cafeteria will be used for social distance learning not as a lunchroom
 - Lunch will be eaten in classrooms or other designated area, when possible outside
 - Meals will be picked up & delivered to the designated area
 - Meals will need to be preordered and prepaid
 - PRTs will determine the most efficient & safe protocols for meal service in their schools
 - Hand washing will be required before and after eating

- Our food service vendor, Chartwells, will follow all CDC protocols for the cleaning and disinfecting of their food prep areas
- If students are on an alternate day schedule, each student identified for free or reduced meals (breakfast/lunch) will take home prepared meals for the next day
- **Quality Child Care**
 - BCSS CSTs will work with families to provide possible resources when it is identified that quality child care is needed

II. Leadership and Planning

- BCSS established a **Restart Committee** composed of: district and building level administration, BCSS Board President, association presidents, nurse, teacher, CST, supervisor of operation & transportation, a parent rep from our Parent Advisory. BCSS brought in other consultants as needed, i.e. District Physician, Food Service vendor representative, B.C. Dept. of Health representative
- Each school established a **Pandemic Response Team (PRT)** composed of the following if available: principal/supervisor, teachers, Child Study Team member, District SAC, nurse, members of the school safety team, custodian, parents, association representative
- **Pandemic Response Team is 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 district 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 district
 - Creating pathways for community, family, and student voices to continuously inform the Team's decision-making
 - The Pandemic Response Team will meet regularly and provide the community with timely updates and any changes to protocols
 - As the needs of New Jersey communities evolve, Pandemic Response Teams will be well-versed in creating pathways for community, family, and student voices to continuously inform the Team's decision-making. These teams will serve a critical role in building confidence and addressing concerns as they arise. The teams will ensure accurate, timely and transparent information is shared within the school community.
- **Scheduling**
 - BCSS's plans to resume in-person instruction for students to the greatest extent possible
 - Due to staffing and in some instances social distancing considerations, some buildings will need to utilize alternate schedules for in-person instruction
 - The individual school schedules will be sent to parents in early August
 - Hybrid instruction, combination of synchronous and asynchronous, will be provided to students who are not available for in-person instruction due to health considerations and/or parental preference. (Details to be determined by School-based Pandemic Response Team).

- BCSS is prepared to provide in-person and hybrid learning models of instruction utilizing remote staff, learning management system (LMS) such as Google Classroom and Zoom as well as other supplementary online learning tools and teacher made learning packets
- All students, whether learning remotely or in person, will be provided at least a minimum of four hours of instructional time per school day
- BCSS will provide administrators and staff time for collaboration and planning via virtual staff, educational team, and student review meetings
- Via our Health Related Closure Plan BCSS is prepared to shift back to virtual learning models if circumstances change and the NJDOH guidelines can no longer be met
- BCSS will share their scheduling plans with staff, families, and students at least four weeks before the start of the school year in order to allow families to plan child care and work arrangements
- The BCSS Plan gives all students access to high-quality in-person/hybrid instruction and considers the possibility of a return to all virtual instruction should the need arise.
- As a special services school district, BCSS recognizes the varying needs of our special students to ensure the continuity of learning as well as the health and safety of students and staff within the least restrictive learning environment. These considerations and accommodations are spelled out in our Health Related Closure Plan
- Host-site and consultant model programs will follow the health and safety procedures established by that local district. PPE for staff and screening procedures will be in accordance with this plan and as per the School based Pandemic Response Team.
- The Nonpublic department will follow the health and safety procedures established each nonpublic school. PPE for faculty/staff and screening procedures will be in accordance with this plan and as per the School-based Pandemic Response Team.

- **Staffing**

- **In-person and Hybrid Learning Environments: Roles and Responsibilities**

- **Instructional Staff will:**

- Reinforce social distancing, mask and PPE protocols with students and co-teacher or support staff
- Limit group interactions to maintain safety
- Support school building safety logistics (entering, exiting, restrooms, etc.)
- Know and utilize district 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 settings
- 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
- Instruct and maintain good practice in digital citizenship for all students and staff
- Teachers-in-Charge will support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote, in person and hybrid environments
- Providing materials, manipulatives and items for at-home activities (particularly in preschool)

- Limiting on-line activities for preschool students
- **Mentor Teachers will:**
 - 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 will**
 - Reinforce social distancing, mask and PPE protocols with students and all staff
 - Ensure that high quality learning continues to be provided to all students whether in-person or virtually
 - 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 (See Scheduling section)
 - Provide our vulnerable student populations the highest level of face-to-face instruction possible based on their in person staffing
 - 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 they 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
 - 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
- Where applicable ensure the preschool staff is involved in the planning so development activities and supports are in place for Preschool and supports transition to kindergarten
- **Educational Services (OT, PT, ST, CST/Counselors) will:**
 - Lead small group counseling in a masked & socially distanced or virtual environment
 - Do sessions back to back within a classroom or instructional area when possible to limit the movement of students within cohorts to other areas. (This applies mainly to OT & ST)
 - Each Pandemic Response Team will explore possible options within the building for the delivery of services (OT, PT, ST, Counseling) whether in person or remote and/or push in/pullout
 - Assist with the development and implementation of adjusted schedules
 - Assist teachers with providing updates to students and families
 - Support embedding of SEL into lessons (CSTs & SAC)
- **Support Staff (Teacher Assistants) will:**
 - Reinforce learning activities during small group instruction helping to ensure safety protocols are followed
 - Assist students with personal care needs utilizing appropriate PPE
 - Provide real-time support during virtual sessions
 - Support families and students in accessing and participating in remote learning
 - Assist teachers in the preparation of materials
- **Substitutes**
 - BCSS will recruit additional substitutes for the district in general
 - In addition, seek to hire at least 12 long terms substitutes to be assigned in a district building everyday & in other buildings as needed
 - When possible, designate substitutes to a single school building to avoid too much movement between schools
 - Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings
- **Digital Divide**
 - Continue to survey families regarding their child's ability to access remote instruction
 - Continue to identify equipment & connectivity needs for both students and staff
 - Continue to deliver the devices and MyFis needed for both students and staff to the schools and to homes as needed
 - Continue to provide training as needed in order for staff to continue to be able to manage remote instruction
 - Provide administrators and instructional staff a list of technology personnel with phone numbers available to support staff/families in utilizing the technology/software to support in person and remote instruction
 - Resources and support available through our assistive technology specialists (4) as needed/requested

- Continue to ensure that students have access to technology including iPads, Chromebooks, laptop computers, and smart phones to access instruction/therapy provided using online platforms such as Google Classroom.
 - Continue to utilize video conferencing using Zoom or Google Meet; and supplementary online curriculum tools, such as: Adaptive Curriculum, Applied Educational Systems (AES), Brain POP, GO Math, IXL, Learning A-Z, etc.)
 - Classroom teachers, teacher assistants, and therapists regularly monitor students' access to devices during daily student / parent contact.
 - When it is determined that a student is not able to access instruction / therapy due to lack of access to a device, the school administrator will arrange to provide the student an appropriate device through our technology and then transportation departments. The
 - BCSS IT department will work with each of our schools/programs to determine the need for additional devices, software licensing, assistive technology, and connectivity.
 - See The BCSS Health Related Closure Plan approved on May 29, 2020.
- **Student Teachers**
 - As of now BCSS is not scheduled to host any student teachers beginning in September
 - **Athletics**
 - BCSS does not provide extra-curricular athletics. Our students are eligible to participate in extra-curricular athletics within their home district

III. Policy and Funding

- Revision and adoption of the following Board Policies:
 - Policy 5310 – Health Services
 - Policy 7421 – Indoor Air Quality Standards
 - Policy 8441 – Care of Injured and Ill Persons
 - Policy 8630 – Bus Driver/Bus Aide Responsibility
 - Policy 9150 – School Visitors
- Funding as directed by the Board, Superintendent, and Business Administrator

IV. Continuity of Learning

a) Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

Bergen County Special Services is a public receiving school district serving students with disabilities ages 3 – 21 within four continua (e.g., Autism, Multiple Disabilities, Behavioral Disabilities, and Deaf & Hard of Hearing). The BCSS Department of Nonpublic School Services provides specialized, auxiliary, and remedial Chapter 192/193 services to approximately 2,500 eligible students.

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

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

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

Home/school communication will continue to be vital to ensure the quality and consistency of instructional/therapeutic services and student progress on IEP goals and objectives during reopening. As such, BCSS's expectation is daily contact with each family regardless of type of instructional participation (in-person or remote). The need to effectively communicate with non-English speaking families is acknowledged and will be accomplished through various means. Bi-lingual staff within programs will translate as needed. Various online platforms and apps will be employed (e.g. Language Line, Google Translate, etc.) to communicate with non-English speaking families as well. Additionally, BCSS nurses and case managers will maintain regular contact with students/families to monitor student academic progress, behavioral issues, health status, etc. BCSS case managers and/or nurses will contact the LEA case manager on an as needed basis.

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

b) Technology & Connectivity

Students have access to technology including iPads, Chromebooks, laptop computers, and smart phones to access instruction/therapy provided using online platforms such as Google Classroom. Video conferencing using Zoom or Google Meet; and supplementary online curriculum tools, such as: Adaptive Curriculum, Applied Educational Systems (AES), Brain POP, GO Math, IXL, Learning A-Z, etc.) Classroom teachers, teacher assistants, and therapists regularly monitor students' access to devices during daily student / parent contact. When it is determined that a student is not able to access instruction / therapy due to lack of access to a device, the school administrator will arrange to provide the student an appropriate device through our technology and then transportation departments.

The BCSS IT department will work with each of our schools/programs to determine the need for additional devices, software licensing, assistive technology, and connectivity. They will deploy MyFis as needed.

c) Curriculum, Instruction, and Assessment

- Please see the Continuity of Instruction plan found above

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

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

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

d) Professional Learning

- Professional Development and in-service trainings to be developed based on the needs of each school/department
- Staff will be provided in-service trainings in remote instruction and teletherapy best practices at the beginning of the school year
- Through their PLC’s, faculty will work on improving knowledge and delivery of high-quality instruction using online platforms such as Google classroom and ZOOM
- Faculty/staff will be provided training on managing challenging student behaviors with an emphasis on verbal de-escalation strategies and safely implementing restraint / seclusion procedures during the COVID-19 pandemic
- Provide ongoing training and consultation for parents/caregivers to enable implementation of student’s instructional and therapeutic programs during remote learning

Appendix A

Additional BCSS Procedures & Considerations

School Calendar Revisions

- Allow time during the two staff PD days at the start of the school year to discuss the “New abnormal,” health/safety procedures (Universal Precautions), SEL training and support and refreshers on “Remote Instruction Best Practices”
 - The first 4 days in September (1, 2, 3, 4) will be designated as Professional Development Days for staff
 - Students will start on September 8, 2020
 - September 8, 9, 10 will be early dismissal days for students
 - No in-person parent/teacher conferences in Fall 2020
 - Virtual Back-to-School Night
-

Personal Protective Equipment (PPE)

- Audit of on-hand PPE and cleaning/sanitizing materials.
 - Availability of PPE and cleaning/sanitizing supplies and Supply Chain.
 - PPE over and above a face covering for all staff will be provided by the BCSS. Masks for students will be provided by the family, but available in school needed. Student masks are to be washed and/or changed daily.
 - PPE care and wear procedures to be established.
 - PPE storage and distribution procedures to be established at each school/program.
-

Social Distancing Guidelines

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

Appendix B
(School-based Procedures & Considerations)

School/Program Name Here

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

A. Conditions for Learning

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

1) General Health & Safety Guidelines

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

2) Classrooms, Testing, & Therapy Rooms

- a) Establish cohorts, limiting mixing of students and staff. Document for contact tracing purposes
- b) Identify additional spaces that will be used for social distancing in the building
- c) Identify if any furniture needs to be removed and/or moved from each classroom to allow for social distancing
- d) Develop procedures for student materials (i.e., materials coming from home, materials staying in school)
- e) Develop procedures for cleaning student materials
- f) Identify ways to limit/eliminate the sharing of instructional materials
- g) Develop list of difficult-to-clean instructional material / manipulatives that should not be used
- h) Develop procedures for scheduling related services (e.g., additional spaces for social distancing, time in schedule for cleaning, appropriateness to continue teletherapy in the building, etc.)
- i) Develop procedures for cleaning shared therapeutic materials and identify any implications for scheduling
- j) Develop procedures for specials teachers (i.e., Adaptive Phys Ed, Art, Music, Job Coach) determining how instruction will be delivered and types of contact-less activities
- k) Develop procedures for recess (i.e., what spaces are available for outside use, how can the spaces be broken up, how will they be scheduled)
- l) Identify if any additional spaces can be used for their intended purpose (e.g., Pre-Voc, ADL, Café, etc.). Develop procedures for scheduling and cleaning

- m) If there are no bathrooms in the classrooms, develop procedures for hand-washing and toileting schedules
- n) Identify locations in need of sanitizing stations

3) Transportation

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

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

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

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

- a) Develop procedures for staff and student screening upon arrival (i.e., location for temperature checks, procedures when a temp is above 100)
- b) Staff will no longer use paper sign-in sheets. The Frontline app will be used for sign in. Staff will also complete a daily health questionnaire via the app prior to entering the building. Identify how buildings will monitor this information for compliance.
- c) Identify isolation area for students and staff presenting with symptoms
- d) Develop procedure for isolating students (how will students be monitored when waiting to be picked up)
- e) Develop procedures for emergency student pick-up
- f) Develop procedures for visitors
- g) Identify location for storing PPE
- h) Develop procedures for distribution of PPE to staff each morning
- i) Identify situations where enhanced PPE will be available and distributed
- j) Identify how the protocol for addressing positive cases will be implemented (e.g., ensuring flow of information)
- k) Develop procedure for ensuring parent contact information stays current

6) Contact Tracing

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

7) Facilities Cleaning Practices

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

8) Meals

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

9) Recess/ Physical Education

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

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

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

Academic, Social, and Behavioral Supports

Social Emotional Learning and School Climate & Culture

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

Restraint/ Seclusion Procedures & Considerations

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

Educator Well-being

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

School Culture and Climate

- Identify activities to address school culture and climate