**Bergen County Special Services Restart and Recovery Plan**

**Gateway/Venture Program**

**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, 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, 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

* PPE will be assessed and determined by the school program/school nurse ( gowns/masks/shields).
* School will need to order large amounts of PPE.
* Program will be equipped with temperature screening thermometer
* Staff can wear their own masks.
* Students and Staff will be provided disposable mask on a daily basis 3 per day..
* Staff will be provided face shields and are reusable.

**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 in 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

* + School Administrator /Case Manager will survey parents to determine if students will be attending school at the present time.
  + Need to have a written & specific protocol to ensure staff and student safety

- 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](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-%20childcare/index.html)

**e)**  **Promoting behaviors that reduce spread:**

- Stay home when appropriate

- Hand hygiene and respiratory etiquette

- Face coverings

- Signs and messages

* Stay home when appropriate we should have clear written guidelines from the district physician to guide and support our actions before school begins
* Hand hygiene and respiratory etiquette
* Face coverings: how
* All students/staff must wear face mask at all times.
* No Physical Contact will be permitted under no circumstance.
* Students who need time to refocus will be provided with an appropriate space.
* Signs and messages: Will be placed throughout building
* All staff will be required to complete district health checklist prior to entering the building.
* All staff must check there temperature before reporting to work.
* Students temperature will be monitored upon entering the school building. School Nurse, School Administrator, and/or Teacher In Charge will monitor student temperatures
* Students who present a high temperature will be addressed will need to be isolated and family contacted for pick up.
* In School Suspension Room will be the designated isolation room
* Monitoring of isolation room will be determined
* Isolation rooms will be need to be sanitize as needed. at least after every use
* Teachers will rotate for classes/students will be placed in Cohorts
* PD for students and staff on the first day of school for students.

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

**a)** **Classrooms:**

* **Our planning is limited here by not knowing what our physical space looks like**

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

* Classes will be limited at 6 students max at that time.
* Elective classes set for the same students will be pulled out.
* School Based Counseling / DFG therapies can utilize other areas for these areas as needed ( Gymnausin, School Cafeteria, Outside, Virtual Options)

- Students enter/exit one at a time

- Utilize barriers (plexiglas, sneeze guards) for use in classrooms on desks/tables & at in individual play stations when possible

* Utilize barriers (plexiglas, sneeze guards) for use in classrooms on desks/tables & at in individual play stations when possible We will need a procedure/schedule for cleaning these plexiglass dividers

- 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 instructionwe are limited here by not knowing what our space looks like, requires, etc

- 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.As far as possible we need to know this before school begins and before we have students in the building

- All instructional & non-instructional rooms in school and district facilities must comply with social distancing to the maximum extent possible.

* Students will need to have different lunch areas/ locations.

- 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):

* Ideally these should be motion sensored, not requiring touch

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

**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

Ø Obtained PPE prior to opening and maintain ongoing supplies, in order to remain open

Ø 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

Ø Ensure heightened monitoring and frequent handwashing which will often require hand-over-hand assistance

Ø Limit use of supplies and equipment to one group of children at a time and clean and disinfect between use

Ø When possible, ensure adequate supplies to minimize sharing of high touch materials to the greatest extent possible

Ø Each student has their own “bin” of supplies/materials/toys, etc.

Ø No sharing electronic devices, toys, books, and other games or learning aids, or thoroughly clean and disinfect between use

Ø Keep each child’s belongings separated from others’ and in individually labeled containers, cubbies, or areas.

Ø 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

Ø Larger rooms (i.e. auditorium, cafeteria, gym) can be used as classrooms to allow for social distancing

Ø 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

Ø 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, Plexiglas, temporary or movable dividers)

Ø Keep classes together to include the same group of children each day (cohorts). Do not allow mixing between groups/cohorts

* Keep classes together to include the same group of children each day (cohorts). Do not allow mixing between groups/cohorts this is good but doesn’t take into account children traveling with other cohorts on a bus

Ø Allow outdoor classrooms/activities where possible and when seasonally appropriate

* Allow outdoor classrooms/activities where possible and when seasonally appropriate as far as safely possible, more of this is better

Ø Add time to lunch and recess periods to ensure students have time to wash their hands

Ø 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.

· **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)

* Good practice: for any and everyone entering the building: their temp should be taken, they should use hand sanitizer, and then take a mask if they are not wearing one
* Most reception areas can maintain social distancing with natural barriers already in place. Here we should use visual reminders, ie: signage on every other chair, on the floor, etc. Pandemic Response Teams will determine if additional barriers are needed
* Visitors to the building will be severely limited this is important

**Bathrooms**

- Stagger the use of bathrooms. One student a time

- Install/create occupied/vacant signs

* Stagger the use of bathrooms. One student at a time the doorknobs for these rooms, in and out have to be cleaned frequently which I know will be hard and time consuming. If a student washed their hands and used the doorknob to exit the bathroom their hands are contaminated
* We can instruct them to use a paper towel on the knob when they exit the room
* As far as possible, motion detected sinks and paper towel dispensers are better than having to touch the item
* consider installing toilet lids (with instructions to close lid before flushing) to help prevent aerosolization of infectious pathogens lingering

**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

o 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)

o 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

- Staff and bus drivers wear masks on the bus

- Students/adults enter the bus, one at a time, and fill up the back seats first

- Have one student in each row on each side of bus

o Would allow more students on bus, but would still not be 6 ft. apart

o This is why mask s for all are required

- Have bus windows open for air circulation weather permitting

- CDC is not recommending field trips or other outside activities and we should consider safety

o Have remote internships. Students will not be participating in any internships under any circumstance at this time outside of the school building.

o 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

o Review transition support for internships

- Provide masks/face shields for drivers as needed

-School must gather all school bus contact information dispatcher telephone number, driver cell phone number, fax number, school bus company email address and physical location address of school bus company on the first day.

-School must give school bus company letter or flyer about our arrival/departure procedure on the first day of school or prior if at all possible

- 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

o Takes 5 minutes to spray

o Should wait half hour to dry before re-entering bus

* Establish procedure for cleaning bus /school vans on site.

**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:**

- When physical distancing (six feet) is not be maintained for individuals entering or exiting a building, face coverings/masks must be utilized ideally we should have both.

- 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).

Staff will monitor all corridors/hallways at all times.

- Staff will stagger all arrival and departure times of students.

-Staff will have markings on the floor for social distancing as needed outside and inside of school building.

-Extend homeroom arrival time.

-Refrain from wandering students.

-Purchase see thru bookbags or eliminate book bags all together.

if a bag needs to be emptied, the student should empty the bag, touch their own belongings, etc

- 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).

- If feasible, install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).

- Limit access, if at all, to lockers/cubbies to keep students from congregating in one area either in the hallway or classrooms

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

**Symptoms**

**a)** **Policy for Screening Students and Employees**

- 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.)

- Collaborating agencies will walk through the temp process in our school building.

- If no symptoms are noted then the 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)

-All students and staff will be walking through a temp check every students every morning.

- All students on a school bus found to have a student that has ill will be isolated asap . We need a procedure to all this concern and event.

· **Students screened for symptoms daily**

- Before entering the building 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.

- 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 a 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.

- Provide training for staff to include the following:

- Teach and reinforce use of face coverings among all staff (excluding health exceptions).

- Hygiene protocols for staff regarding washing of hands, face coverings, the appropriate use of gloves, etc.

- School building will need to establish an isolation space in case a student is ill.

· **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.

- School will work with the county health department as needed as required.

- BCSS will develop a re-admittance policy.

- School nurse will be involved in this process.

- School will develop contact tracing policy and procedure.

· **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.

· **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.

· **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