Restart and Recovery Plan to Reopen Schools

St. Joseph’s School for the Blind

July 1, 2021
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Introduction

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

On July 24, 2020, the New Jersey Department of Education (NJDOE) published “Clarifying Expectations Regarding Fulltime Remote Learning Options for Families in 2020-2021.” This publication was intended to serve as an update to “The Road Back – Restart and Recovery Plan for Education.”

The St. Joseph’s School for the Blind (School) Restart and Recovery Plan (Plan) has been developed to be consistent with the requirements in the NJDOE Guidance with consideration to the School’s status as an Approved Private School for Students with Disabilities (APSSD) and its local needs in order to ensure that our School reopens safely and is prepared to accommodate students' unique needs during this unprecedented time. As an APSSD, certain sections (e.g., Policy and Funding) and sub-sections (e.g., Career and Technical Education) do not apply to our School and, therefore, have been omitted.

To ensure consistency with respect to the health and safety of school communities across the State, the NJDOE Guidance speaks specifically to health and safety measures identified as "anticipated minimum standards." These “anticipated minimum standards” are items the NJDOE Guidance recommends a school district incorporate into the Plan as definite components related to health, safety, and operations. Through this established set of Statewide standards, the NJDOE can ensure the State's educational health does not come at the expense of public health. The “anticipated minimum standards” in the NJDOE Guidance are listed and have been incorporated into the School’s locally developed Plan.

The NJDOE Guidance also provides “considerations” that may help school officials in strategizing ways to adhere to the “anticipated minimum standards,” but do not represent necessary components of the Plan. These “considerations” are not listed in the school district Plan, but school officials have reviewed and incorporated the “considerations” included in the NJDOE Guidance when developing the Plan, where applicable.

The NJDOE Guidance uses the term “should” throughout the document when referencing “anticipated minimum standards … that school districts should incorporate into their reopening plans as definitive components related to health, safety, and operations.”
Therefore, those provisions in the NJDOE Guidance listed as “anticipated minimum standards” have been interpreted to be required components in the Plan.

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

This Plan is aligned with the requirements outlined in the NJDOE Guidance. The Appendices section of this Plan include the school’s unique and locally developed protocols to ensure that the school reopens safely and is prepared to accommodate staff and students' unique needs during this unprecedented time. Also included in the Appendices section is a chart that includes websites and outside guidance information that are listed in the NJDOE Guidance.

The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by Executive Order of the Governor of New Jersey and are subject to change.
The School’s Restart and Recovery Plan addresses four key subject areas:

A. Conditions for Learning;

B. Leadership and Planning; and

C. Continuity of Learning.

D. Fulltime Remote Learning Options for Families in ESY 2021

A. Conditions for Learning

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

Conditions for Learning include:

1. Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning

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

Throughout this Health and Safety Section, the provisions marked "anticipated minimum standards" as outlined in the NJDOE Guidance have been incorporated into the School’s Plan and related protocols, as applicable.
The Health and Safety section of the NJDOE Guidance also provided "additional considerations" to assist school officials in considering ways to adhere to the anticipated minimum standards. These provisions are also consistent with the School’s general obligation to ensure the health and safety of its students and staff. School officials will abide by the advice of local health officials to determine the safest course of action based on local circumstances, which will change as the public health landscape evolves. The health and safety of students and staff is the number one priority and has guided all decisions of the School’s Plan.

Ten Critical Areas of Operation

a. Critical Area of Operation #1 - General Health and Safety Guidelines – Anticipated Minimum Standards Incorporated into the Plan

(1) In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:

(a) School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.

(b) School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.

(c) The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.

(d) The School promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.
(e) Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:

(i) Chronic lung disease or asthma (moderate to severe);

(ii) Serious heart conditions;

(iii) Immunocompromised;

(iv) Severe obesity (body mass index, or BMI, of 40 or higher);

(v) Diabetes;

(vi) Chronic kidney disease undergoing dialysis;

(vii) Liver disease;

(viii) Medically fragile students with Individualized Education Programs (IEPs);

(ix) Students with complex disabilities with IEPs; or

(x) Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

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

b. Critical Area of Operation #2 – Classrooms, Testing, and Therapy Rooms – Anticipated Minimum Standards Incorporated into the Plan

Note: On March 19, 2021, The Centers for Disease Control and Prevention (CDC) updated K–12 school guidance to reflect the latest science on physical distance between students in classrooms. **CDC now recommends that, with universal masking,**
students should maintain a distance of at least 3 feet in classroom settings. CDC has updated its operational strategy to say:

- In elementary schools, CDC recommends all students remain at least 3 feet apart in classrooms where mask use is universal — regardless of whether community transmission is low, moderate, substantial, or high.
- In middle and high schools, CDC also recommends students should be at least 3 feet apart in classrooms where mask use is universal and in communities where transmission is low, moderate, or substantial.
- Middle school students and high school students should be at least 6 feet apart in communities where transmission is high, if cohorting is not possible. Cohorting is when groups of students are kept together with the same peers and staff throughout the school day to reduce the risk for spread throughout the school. This recommendation is because COVID-19 transmission dynamics are different in older students – that is, they are more likely to be exposed to SARS-CoV-2 and spread it than younger children.

During the Extended School Year (ESY) Program, however, the School will continue to follow its current social distancing policy as outlined in section 1 below.

(1) The School will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If the School is not able to maintain this physical distance, additional modifications will be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.

(2) Students, staff and visitors are required to wear face coverings, unless doing so would inhibit their health.

(a) It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

(b) If a visitor is unable or unwilling to wear a face covering for any reason, the visitor’s entry into the School facility may be denied.

(3) For exceptions to face covering requirements, see Critical Area of Operation #5.
(6) All instructional and non-instructional rooms in schools and district facilities will comply with social distancing standards to the maximum extent practicable.

(7) Use of shared objects will be limited when possible or cleaned between use.

(8) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air will have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units will be maintained and changed according to manufacturer recommendations.

(9) The School will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:

(a) In each classroom (for staff and older children who can safely use hand sanitizer).

(b) At entrances and exits of buildings.

(c) Near lunchrooms and toilets.

(d) Children ages five and younger should be supervised when using hand sanitizer.

(e) For classrooms that have existing handwashing stations, stations will be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

(10) School officials will develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.

(a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.
c. Critical Area of Operation #3 – Transportation – Anticipated Minimum Standards Incorporated into the Plan

(1) If the School provides transportation on a school bus, a face covering must be worn by all students upon entering the bus unless doing so would inhibit the student’s health.

(a) It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

(2) For exceptions to face covering requirements, see Critical Area of Operation #5.

(3) Accommodations for students who are unable to wear a face covering will be addressed according to that student's particular need and in accordance with all applicable laws and regulations.

(4) Every school bus will be cleaned and disinfected after each bus route.

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

d. Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas – Anticipated Minimum Standards Incorporated into the Plan

(1) The School has established a process and location for student and staff health screenings (See Appendix D).

(2) If physical distancing (six feet apart) cannot be maintained for individuals in line waiting to enter or exit a building, face coverings will be worn while in the line.

(3) The School will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).
Critical Area of Operation #5 – Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms – Anticipated Minimum Standards Incorporated into the Plan

(1) The School has developed a policy regarding the screening procedures for students and staff members upon arrival at school or work location for symptoms and history of exposure. These screening procedures include the following:

(a) Online Health Screenings for staff and students will be completed remotely each day before entering the school building.

(b) Authorized Staff must visually check students and staff for symptoms upon arrival, including temperature checks, and confirm with students’ families that students are free of COVID-19 symptoms.

(c) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.

(d) Results must be documented when signs/symptoms of COVID-19 are observed.

(e) The screening policy/protocol will take into account students with disabilities and accommodations that may be needed in the screening process for those students.

(2) The School has developed procedures for symptomatic staff and students, which include the following:

(a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current
Communicable Disease Service guidance for illness reporting.

(b) If the School becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

(c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district’s COVID-19 related response for symptomatic students and staff. The procedures are consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:

(i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.

(ii) Following current Communicable Disease Service guidance for illness reporting.

(iii) An adequate amount of PPE shall be available, accessible, and provided for use.

(iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.

(v) Continuous monitoring of symptoms.

(vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based
Precautions and Home Isolation for Persons Diagnosed with COVID-19.

(vii) Written protocols to address a positive case (See Appendix P).

(3) School officials will encourage parents to be on alert for signs of illness in their children and to keep their child home when they are sick.

(4) School staff, students and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.

(a) It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

(b) If a visitor is unable or unwilling to wear a face covering for any reason, the visitor’s entry into the School facility may be denied.

(5) Exceptions to requirements for face coverings shall be as follows:

(a) Doing so would inhibit the student’s health.

(b) The student is in extreme heat outdoors.

(c) The student is in water.

(d) A student’s documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering.

(e) The student is under the age of two (2), due to the risk of suffocation.

(f) During the period that a student is eating or drinking.

(g) Face coverings should not be placed on anyone who has trouble breathing or is unconscious, or anyone
who is incapacitated or otherwise unable to remove the face covering without assistance (e.g. face coverings should not be worn by Pre-K students during nap time).

(h) The student is engaged in high intensity aerobic or anaerobic activities.

(i) Face coverings may be removed during gym and music classes when individuals are in a well-ventilated location and able to maintain a physical distance of six feet apart.

(j) When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.

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

f. Critical Area of Operation #6 – Contact Tracing

(1) The NJDOE Guidance does not include any “anticipated minimum standards” for contact tracing. However, all staff will be provided with information regarding the role of contact tracing conducted by state, county, and local officials.

(2) School officials will engage the expertise of their school nurses on the importance of contact tracing.

(3) School Nurses will complete three hours of training through the Johns Hopkins University’s COVID-19 Contact Tracing course.

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

g. Critical Area of Operation #7 – Facilities Cleaning Practices – Anticipated Minimum Standards Incorporated into the Plan

(1) School officials will continue to adhere to existing required facilities cleaning practices and procedures, and any new
specific requirements of the local health department as they arise.

(2) The School will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:

(a) A schedule for increased routine cleaning and disinfection.

(b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. doorknobs, light switches, classroom sink handles, countertops).

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

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

(i) Classroom desks and chairs;
(ii) Lunchroom tables and chairs;
(iii) Door handles and push plates;
(iv) Handrails;
(v) Kitchens and bathrooms;
(vi) Light switches;
(vii) Handles on equipment (e.g. athletic equipment);
Buttons on vending machines and elevators;

Shared telephones;

Shared desktops;

Shared computer keyboards and mice;

Touch screens on computers and tablets;

Drinking fountains; and

School bus seats and windows.

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

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

h. Critical Area of Operation #8 – Meals – Anticipated Minimum Standards Incorporated into the Plan

(1) If cafeterias or group dining areas are used in the School, the following will be implemented, if applicable:

(a) Stagger times to allow for social distancing and clean and disinfect between groups.

(b) Discontinue family style, self-service, and buffet.

(c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.

(d) Space students at least six feet apart.

(e) Require individuals to wash their hands after removing their gloves or after directly handling used food service items.

[See Appendix H – Critical Area of Operation #8 – Meals]
### Critical Area of Operation #9 – Recess/Physical Education – Anticipated Minimum Standards Incorporated into the Plan

1. The School’s protocols regarding recess and physical education address the following:
   
   **(a)** Stagger recess, if necessary.
   
   **(b)** If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
   
   **(c)** The use of cones, flags, tape, or other signs to create boundaries between groups.
   
   **(d)** A requirement that all individuals always wash hands immediately after outdoor playtime.
   
   **(e)** Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.
   
   **(f)** Complete an inventory of outdoor spaces (green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).
   
   **(g)** Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.
   
   **(i)** If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between uses.
   
   **(ii)** Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.
(2) The School will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.

(3) The School will designate specific areas for each class during recess to avoid cohorts mixing.

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

j. Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours – Anticipated Minimum Standards Incorporated into the Plan

(1) The School will adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.

(2) The School will require any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.

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

2. Academic, Social, and Behavioral Supports

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

While only a small introduction to these elements is included in this Plan, a more detailed explanation and further considerations in the NJDOE Guidance under the Academic, Social, and Behavioral Supports section were referenced while the Plan was developed. School officials may use the supports listed in the NJDOE Guidance.
RESTART & RECOVERY PLAN

The elements listed below in A.2.a. and A.2.b. indicate whether a strategy for each of the following categories is:

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

Brief explanations of the School’s status for each element follow:

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

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

___ Not Being Utilized

____ X__ Being Developed by School Officials

___ Currently Being Utilized

See Appendix K

b. Food Service and Distribution

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

___ Not Being Utilized

____ X__ Being Developed by School Officials

___ Currently Being Utilized

Our School will resume providing lunch for students when they attend school in-person, but we will alert all sending districts that our students who qualify for free or reduced meals may continue to rely upon them for meals on remote instruction days.

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

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

1. Restart Committee
   a. A Restart Committee was established, as collaboration was critical to the development of the School’s Plan.
   b. The Restart Committee includes the Executive Director, School Principal, administrators, a member of the Board of Trustees, and a diverse set of content experts, educators and parents.
   c. All members of the School’s Pandemic Response Team are part of its larger Restart Committee. One of its members has worked with the local health department to develop the School’s Plan. The Restart Committee and Pandemic Response Team have helped to address policies and procedures for the School’s Plan.
   d. The Restart Committee reflects the diversity of the school community.

2. Pandemic Response Team
   a. The School’s Pandemic Response Team was established to centralize, expedite, and implement COVID-19 related decision-making.
   b. The School’s existing Crisis Response Team serves as the Pandemic Response Team.
   c. The Pandemic Response Team is comprised of the following members:

   Executive Director;
   School Principal;
   Facilities Manager;
3. Scheduling

a. The School will account for resuming in-person instruction. Scheduling decisions have been informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well as the input of stakeholders about the needs of all students and the realities unique to this School.

b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district’s updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.

(1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten (such instructional time may be achieved through in-person, synchronous remote, or asynchronous remote activities).

(2) The School’s policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.

(3) The School will provide staff training in the use of technologies that will strengthen remote learning capabilities.

c. The School will meet the needs of its special population in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
(1) For special education and ELL students, the School will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The School will continue to ensure students receive individualized supports that meet the requirements of the IEP Plans.

(2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

d. The School will accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in classroom receive instruction. School officials may:

(1) Provide teachers common planning time.

(2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.

(a) Virtual learning may create privacy challenges which schools have not yet faced.

(b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.

(3) Secure a steady supply of resources necessary to ensure the safety of students and staff.

(4) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers.

e. School officials have considered implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the School’s Plan.
4.   Staffing

   a.  The School will consider access and equity for all staff to ensure continuity of student learning. The School’s Plan and decision-making throughout the school year will consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.

   b.  When making staffing scheduling and assignments, the School will comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws.

5.   Educator Roles Related to School Technology Needs

   a.  To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, School officials will:

      (1) Designate staff members to provide ongoing support with technology to students, teachers, and families.

      (2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).

      (3) To the extent possible, provide School one-to-one instructional devices and connectivity.

   [See Appendix N – Educator Roles Related to School Technology Needs]

C.    Continuity of Learning

   Ensuring the continuity of learning is critically important during this time of great stress for families, educators, and students. The move to a fully virtual learning environment happened quickly and created significant challenges for staff and students, particularly students already considered at-risk prior to the pandemic. School officials have worked closely with stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students
RESTART & RECOVERY PLAN

who are in need of in-person instruction, including, but not limited to, students with disabilities.

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

While only a small introduction to these elements is included in this Plan, school officials can find a more detailed explanation and considerations in the NJDOE Guidance under the Continuity of Learning section to reference while reviewing their plan.

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

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

   b. The School will consider the following when addressing the education of its students with disabilities for the 2020-2021 school year:

      (1) Procedures to address the return to School of medically fragile students.

      (2) IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.

      (3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.

2. Technology and Connectivity
RESTART & RECOVERY PLAN

a. School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.

b. Districts should:

   (1) Conduct a needs assessment.

   (2) Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.

   (3) Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.

   (4) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.

3. Professional Learning

   a. The School will provide professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.

   b. The School will focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.

D. Fulltime Remote Learning Options for Families during ESY 2021

   (Update published by the New Jersey Department of Education on July 24, 2020)

   This update includes an additional “Anticipated Minimum Standard,” which provides that, in addition to the methods and considerations explicitly referenced in the guidance for scheduling students for in-person, remote, or hybrid learning, families/guardians may submit, and the School shall accommodate, requests for fulltime remote learning. Such requests may include any service or combination of services that would otherwise be delivered on an in-person or hybrid schedule,
such as instruction, behavioral and support services, special education and related services. A family/guardian may request that some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the School’s reopening plan. To ensure clarity and consistency in implementation of such fulltime remote learning, our School has developed a policy that addresses the following:

1. Unconditional Eligibility for Fulltime Remote Learning: All students are eligible for fulltime remote learning; eligibility cannot be conditioned on a family/guardian demonstrating a risk of illness or other selective criteria. This includes students who attend approved private schools for students with disabilities.

2. Procedures for Submitting Fulltime Remote Learning Requests: The School has clearly defined procedures that a family/guardian must follow to submit a request for fulltime remote learning, including requests to begin the school year receiving fulltime remote learning and requests to transition from in-person or hybrid services to fulltime remote learning during the school year. The procedures meet the following guidelines:

   i. Clearly define deadlines for submitting a request and district’s expected timeline for approving requests;

   ii. Identify points of contact for questions and concerns;

   iii. Clearly describe information or documentation that the family/guardian must submit with their request. In accordance with #1 above, such documentation shall not exclude any students from the school’s fulltime remote learning option, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of successful remote learning.

   iv. For students with disabilities, districts must determine if an IEP meeting or an amendment to a student’s IEP is needed for fulltime remote learning.

Upon satisfaction of these minimum procedures, the School will approve the student’s fulltime remote learning request.

3. Scope and Expectations of Fulltime Remote Learning: A student participating in the School’s fulltime remote learning option must be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in the School’s
programs (e.g. students participating in a hybrid model). This includes, for example, access to standards-based instruction of the same quality and rigor as that afforded all other students of the School, the School making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible. Like in-person and hybrid programs, fulltime remote learning will adhere to length of school day requirements pursuant N.J.A.C. 6A:32-8.3, local attendance policies, and any other local policies governing delivery of services to, and School expectations of, students participating in remote programs and their families. For families/guardians requesting that a service transition from in-person or hybrid delivery to fulltime remote delivery, the School will clearly define any additional services, procedures, or expectations that will occur during the transition period. The School will endeavor to provide supports and resources to assist families/guardians, particularly those of younger students, with meeting the expectations of the district’s remote learning option.

4. Procedures to Transition from Fulltime Remote Learning to In-Person Services:
   i. Definition of the minimum amount of time a student must spend in fulltime remote learning before being eligible to transition to in-person services. This will allow families/guardians to make the arrangements needed to effectively serve students’ home learning needs and will support educators in ensuring continuity of instruction.
   ii. Definition of procedures that a family/guardian must follow to submit a request to transition from fulltime remote learning to in-person services, including any relevant timelines, points of contact for questions and concerns, and information or documentation that must accompany a request.
   iii. Definition of the specific student and academic services that will accompany a student’s transition from fulltime remote learning to in-person learning to better assist families/guardians anticipate their students’ learning needs and help educators maintain continuity of services.

5. Reporting: To evaluate fulltime remote learning, and to continue providing meaningful guidance for districts, it will be important for the NJDOE to understand the extent and nature of demand for fulltime remote learning around the State. Therefore, school districts will be expected to report to
the NJDOE data regarding participation in fulltime remote learning. Data will include number of students participating in fulltime remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners.

6. Procedures for Communicating School Policy with Families: Clear and frequent communication with families/guardians, in their home language, to help ensure that this important flexibility is as readily accessible as possible. Communication must include, at a minimum, information regarding:

i. Summaries of, and opportunities to review, the district’s fulltime remote learning policy;

ii. Procedures for submitting fulltime remote learning requests;

iii. Scope and expectations of fulltime remote learning;

iv. The transition from fulltime remote learning to in-person services and vice-versa; and

v. The district’s procedures for ongoing communication with families and for addressing families’ questions or concerns.

[See Appendix O – Fulltime Remote Learning Options for Families]
Appendices

Restart and Recovery Plan
to Reopen Schools

St. Joseph’s
School for the Blind

Fall 2020
Appendix A

Critical Area of Operation #1 - General Health and Safety Guidelines

Protocols developed to address the anticipated minimum standards as required by the NJDOE Guidance and referenced in the School’s Plan – Section A.1.a.

A. Protocol for High Risk Staff Members

(1) The School’s Director of Human Resources will verify that the staff member is high risk (as defined in Section A.1.a. (1) (a)) and discuss with the staff member both why the accommodation is needed and the type of accommodation that would meet the staff member’s health concerns, including but not limited to additional PPE, job reassignment, and telework.

(2) Under the current circumstances, while waiting to receive documentation from a health care provider to support the staff member's request, the School understands that many doctors may have difficulty responding quickly. There may be other ways to verify high risk, such as a health insurance record or a prescription.

(3) The School will consider providing requested accommodations temporarily (e.g., one or two weeks) while discussing the request more fully with the staff member or waiting to receive medical documentation.

(4) The School’s Director of Human Resources and Executive Director will make final determinations regarding accommodations, and will keep all medical documentation confidential.

B. Protocol for High Risk Students

(1) The School’s Nurses will contact the parents/guardians of students considered to be high risk (as defined in Section A.1.a. (1) (a)).

(2) The School’s Nurses will explain:

a) Why the student is considered high risk;

b) There is currently a COVID-19 vaccine for individuals who are 12 years of age or older;
c) The best way to prevent illness is to avoid being exposed to the virus;

d) The student may not be able to wear a mask due to health reasons or their disability;

e) The virus is thought to spread mainly from person-to-person

   i. Between people who are in close contact with one another (within about 6 feet).

   ii. Through respiratory droplets produced when an infected person coughs, sneezes or talks.

   iii. These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.

   iv. Some recent studies have suggested that COVID-19 may be spread by people who are not showing any symptoms.

f) Other students in the school, due to their disabilities, will not be able to wear a mask.

(3) Additional PPE will be available, accessible and provided to staff who work directly with students who are high risk that attend school in-person.
Appendix B

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

Protocols developed to address the anticipated minimum standards as required by the NJDOE Guidance and referenced in the School’s Plan – Section A.1.b.

A. Social Distancing in Instructional and Non-Instructional Rooms

(1) The School will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If the School is not able to maintain this physical distance, additional modifications will be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.

(2) Students, staff and visitors are required to wear face coverings, unless doing so would inhibit their health.

(a) It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

(b) If a visitor is unable or unwilling to wear a face covering for any reason, the visitor’s entry into the School facility may be denied.

(3) For exceptions to face covering requirements, see Critical Area of Operation #5.

(4) All instructional and non-instructional rooms in the School facilities will comply with social distancing standards to the maximum extent practicable.

a) If, in any stage or phase of pandemic response and recovery, the School relaxes any or all of the restrictions on the list of rooms and activities below, it will do so in accordance with Appendix B, Section A.4. above. However, upon the initial return to the School facility in
July, 2021, instructional rooms and activities will have the following status/procedures:

i. Gym: Open with a schedule to reduce the number of students or classes in the gym at any one time. The School has also converted a classroom into a second gym to further separate students while not wearing masks and further stagger the use of each gym.

ii. School Stage: Closed

iii. Pool: Closed

iv. Locker Rooms: Closed

v. Cafeteria: Closed for student lunches. Open for Staff lunches.

vi. Cooking / Life Skills Room: Closed

vii. Sensory Room - Closed

viii. Media Center – Closed to all students, and used by staff for meetings only. Technology instruction will be provided in classrooms.

ix. Physical and Occupational Therapy Center – Open with enhanced cleaning and disinfecting throughout the day by additional porter or therapy aide.

x. Speech Therapy Group Sessions – provided within classrooms.

xi. Music Class – the music instructor will design music lessons from the music classroom and bring any necessary equipment to each classroom on a cart in order to provide music instruction. While maintaining 6 feet of social distance from staff and students, the Music Instructor will conduct each music lesson from the front of the classroom, while classroom staff help to implement the lesson by assisting students as needed. The cart and equipment will be cleaned and disinfected by the music instructor after each class.
xii. Art Class - the art instructor will design art lessons from the art classroom and bring any necessary equipment or art supplies to each classroom on a cart in order to provide art instruction. While maintaining 6 feet of social distance from staff and students, the Art Instructor will conduct each art lesson from the front of the classroom, while classroom staff help to implement the lesson by assisting students as needed. The cart and equipment will be cleaned and disinfected by the art instructor after each class.

(5) Use of objects will be limited when possible or cleaned between uses.

B. Procedures for Hand Sanitizing/Washing

(1) The Facilities Manager or a designee will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:

(a) In each classroom (for staff and older children who can safely use hand sanitizer).

(b) At entrances and exits of buildings.

(c) Near lunchrooms and toilets.

(d) Children ages five and younger, and older students who require assistance with similar tasks, should be supervised when using hand sanitizer.

(e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

(2) All school staff, including Teachers, Instructional Aides and Specialists who work directly with students will designate time on the schedule for requiring students to wash their hands for at least twenty seconds at regular intervals:
### RESTART & RECOVERY PLAN

<table>
<thead>
<tr>
<th>(a)</th>
<th>At the start of the day when children enter the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b)</td>
<td>Before and after snacks and lunch</td>
</tr>
<tr>
<td>(c)</td>
<td>After using the bathroom</td>
</tr>
<tr>
<td>(d)</td>
<td>After sneezing, coughing, or wiping/blowing noses</td>
</tr>
<tr>
<td>(e)</td>
<td>When students come in from outdoor play or recess</td>
</tr>
<tr>
<td>(f)</td>
<td>When students come in from orientation &amp; mobility</td>
</tr>
<tr>
<td>(g)</td>
<td>If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.</td>
</tr>
</tbody>
</table>
Appendix C

Critical Area of Operation #3 – Transportation

Protocols developed to address the anticipated minimum standards as required by the NJDOE Guidance and referenced in the School’s Plan – Section A.1.c.

A. Student Transportation and Social Distancing on School Buses

(1) Our School does not transport students to and from school.

(2) The School’s buses will not be used upon our initial return to the School in July, 2021.
   
a. School vans will be used to transport adult clients in the Adult Program immediately upon its reopening.

(3) If, in any stage or phase of pandemic response and recovery, the School resumes providing transportation services during the school day on a school bus (e.g. field trips, Structured Learning Experiences, etc.) a face covering will be worn by all students upon entering the bus unless doing so would inhibit the student’s health.
   
a. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

b. Accommodations for students who are unable to wear a face covering will be addressed according to that student's particular need and in accordance with all applicable laws and regulations.

(4) When school vehicles are used, each will be cleaned and disinfected after each use.

(5) The School will communicate its Reopening Plan schedule and procedures to sending districts as soon as possible, and will provide input toward maximizing social distance on vehicles (e.g., different students from the same bus run on different days).

(6) The School will increase communications through its phone alert system with sending districts’ Directors of
Transportation and others involved with coordinating student transportation to ensure that the correct groups are being transported.

a. Buses should not arrive to the School before 8:00.

b. Bus drivers and bus aides will be directed to the restrooms in the playground area, and will be prohibited from using restrooms inside the School’s facility.

c. If a student needs to use the restroom before school opens, the student will be screened by an authorized staff member before being provided access to the restroom inside the School facility. The bus aide will be required to wait outside or in the vestibule.

(7) The School will increase communications through its phone alert system with parents to prevent miscommunication between parents and sending districts’ drivers and contracted bus companies.
Appendix D

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

Protocols developed to address the anticipated minimum standards as required by the NJDOE Guidance and referenced in the School’s Plan – Section A.1.d.

A. Location of Student and Staff Screening

(1) Health Screenings for staff and students will be completed remotely and online each day before entering the school building.

(2) Students’ on-site temperature checks and visual checks for physical symptoms will be conducted in the foyer immediately upon entering the school building.

(3) Staff members’ on-site temperature checks will be conducted at the front desk of the school or the entry foyer of the adult program.

B. Social Distancing in Entrances, Exits, and Common Areas

(1) If physical distancing (six feet apart) cannot be maintained for individuals in line waiting to enter or exit a building, face coverings will be worn while in the line, unless it will inhibit the individual's health.

(2) The School will provide signs on walls and physical guides, such as tape on floors or sidewalks, as well as tactile solutions or assistance from Instructional Aides for our students to help ensure that staff and students remain at least six feet apart in lines and at other times.

(4) The School facility’s hallways are wide enough for 6 feet of social distance to be maintained with two-way traffic.

(5) In the School facility, we will designate elevators and staircases as either “up” or “down.”

   a. The elevator nearest the front entrance will be “up.”

   b. The staircase nearest the front entrance will be “down.”
c. The back elevator will be “down.”

d. The back staircase will be “up.”

(6) Elevators should be used for one student or one staff member at a time. If a student cannot use the elevator alone, only one staff member should accompany the student, resulting in a maximum of two people in the elevator at one time.

C. Student Dismissal

(1) All students will be dismissed directly from their classrooms.

(2) A combination of the paging system, phone system and walkie-talkies will be used to ensure dismissal is conducted in a timely, efficient manner.
Appendix E

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

Protocols developed to address the anticipated minimum standards as required by the NJDOE Guidance and referenced in the School’s Plan – Section A.1.e.

A. Screening Procedures for Students and Staff

(1) Online Health Screenings for staff and students will be completed remotely each day before entering the school building. Broadcasts will be sent to staff and students’ families via email and/or text each morning which provide a link to individualized screenings. These daily online health screenings must be completed by 8:00 a.m. each day, Monday through Friday, regardless of whether a staff member or student is scheduled to come into the building.

(2) The health screening results will be used to determine:

a. If they have been in close contact with anyone diagnosed with COVID-19 in the past 14 days.

b. If they have tested positive for COVID-19 within the last 14 days.

c. If they are experiencing:
   i. Cough
   ii. Shortness of breath
   iii. Trouble breathing
   iv. Headache
   v. Muscle pain
   vi. Chills
   vii. diarrhea
viii. Repeated shaking with chills

ix. New loss of taste or smell

d. If they have any of the following symptoms:

i. Sore Throat

ii. Fatigue

iii. Congestion or runny nose

iv. Nausea or vomiting

e. If they have had a fever of 100.4 degrees F. or greater in the last 48 hours.

f. If they have traveled outside of New Jersey, New York, Pennsylvania and Delaware for a trip that lasted 24 hours or longer.

g. Answering certain questions in the affirmative will result in a follow-up question regarding vaccinations and clinical recovery from COVID-19 in the previous three months.

h. If any health screening answers provided by staff members or on behalf of students result indicate a risk of COVID-19, a message will be displayed stating that the nurse will be alerted and that the staff member or student should stay home and quarantine until further notice. A School Nurse, the Executive Director, the School Principal or Adult Program Director will call the staff member or parent/guardian of the student to ask follow questions regarding fever-reducing medication, travel details, quarantine requirements and the health status of family members in the household.

(3) The School’s Nurses will be the primary temperature and visual symptom screeners at the School for staff and students, with the School Principal, Social Worker and Administrative Assistants acting as back-up screeners when a School Nurse is unavailable. For the Adult Program, the Administrator will conduct the temperature checks and visual symptom screening for staff and students. All screeners will:
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a. visually check students for symptoms of illness upon arrival, which could include:
   i. flushed cheeks,
   ii. rapid breathing (without recent physical activity),
   iii. fatigue, or extreme fussiness.

b. confirm that the child is not experiencing coughing or shortness of breath; and

(4) Each student and staff member will have their temperature checked.

a. A ‘yes’ will be indicated on the health screening form if the student or staff member has a temperature of 100.4 degrees F or greater.

b. A ‘no’ will be indicated on the health screening form if the student or staff member has a temperature of less than 100.4 degrees F.

(5) Students and employees may be asked to leave or not come into school if they test positive for COVID-19 or exhibit one or more of the symptoms of COVID-19 as outlined in Section A.3. Above, based on CDC guidance, that is not otherwise explained.

(6) Administrative assistants will conduct health screenings with visitors throughout the day, as needed.

(7) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.

(8) Results must be documented when signs/symptoms of COVID-19 are observed.

(9) The screening procedure will take into account our students’ disabilities and we will make any accommodations that may be needed.

B. Protocols for Symptomatic Students and Staff

(1) Students and staff with symptoms related to COVID-19 must be
safely and respectfully isolated from others.

a. Staff with symptoms related to COVID-19 will leave the building as soon as they are able.
   
i. If staff need to wait for transportation to return home, and are unable to wait outside due to inclement weather, they will wait in room #132 with the doors closed.

   ii. When their ride arrives, they will exit the building from the side exit door next to room #132.

b. Students with symptoms related to COVID-19 will wait in room #132 with an Instructional Aide and a School Nurse until a person who is authorized to pick up the student arrives at the School.

   i. The student will wear a mask if they are able.

   ii. The staff waiting with the student will wear masks, and will have access to additional PPE, such as gloves, face shields and gowns.

   iii. Windows should be opened to increase air circulation in the room, if practicable.

   iv. When the person who is authorized to pick up the student arrives at the School, they should be directed to walk outside of the building to the side entrance and ring the doorbell.

   v. The school nurse will have the authorized person sign the student out, and will ask questions from our health screening form regarding the student’s and household members’ exposure to and symptoms of COVID-19.

   vi. A similar procedure will be developed separately for the Adult Program, as different staff and a different isolation room and exit will be used.

(2) If the School becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, the Executive Director or a designee will immediately notify local health officials.
and the School’s Nurse(s) will immediately notify staff, and families of a confirmed case while maintaining confidentiality.

a. While the local health officials will conduct formal contact tracing procedures (See Appendix F – Contact Tracing), the School Nurse(s) will immediately access the School’s records of groups/cohorts, staff assignments and daily attendance records in order to notify staff, visitors and the parents/guardians of students who have been in close contact with the individual (defined as within 6 feet for 15 minutes or more) in the meantime.

   i. Given the size of the School staff and student body, it may be obvious which individual tested positive for COVID-19. However, confidentiality will be maintained.

   ii. The School Nurse(s) will keep detailed records of these communications to ensure thoroughness.

b. If a student, teacher, or staff member tests positive for COVID-19, those in the same cohort/group, as well as anyone who has been in close contact with the individual (defined as within 6 feet for 15 minutes or more) should also be tested and remain at home until the School, working in conjunction with local health officials, makes a determination that those individuals can return to the School.

c. The School will continue to provide educational and related services remotely to students who need to stay home for either isolation or quarantine.

   i. According to the CDC, quarantine is used to keep someone who might have been exposed to COVID-19 away from others. Quarantine helps prevent spread of disease that can occur before a person knows they are sick or if they are infected with the virus without feeling symptoms. People in quarantine should stay home, separate themselves from others, monitor their health, and follow directions from their state or local health department.

   ii. The School will alert the sending school districts and families that the sending school districts should be
prepared to provide grab-and-go school lunches for students who qualify for free or reduced meals.

(3) The procedures the School will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:

   a. Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.

   b. Following current Communicable Disease Service guidance for illness reporting.

   c. An adequate amount of PPE shall be available, accessible, and provided for use.

   d. Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.

   e. Continuous monitoring of symptoms.

   f. Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.

      i. The School will consult with local health officials on a case-by-case basis regarding re-admittance time frames.

   g. Written protocols to address a positive case (See Appendix P – Protocol to Address a Positive Case)

(4) School officials will encourage parents to be on alert for signs of illness in their children and to keep their child home when they are sick.
C. Protocols for Face Coverings

(1) School staff, students and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.

(a) It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

(b) Accommodations for students who are unable to wear a face covering will be addressed according to that student’s need and in accordance with all applicable laws and regulations.

(c) If a visitor is unable or unwilling to wear a face covering for any reason, the visitor’s entry into the School facility may be denied.

(d) The School Nurse(s) will provide training on the proper use and maintenance of face covering, and the proper use and disposal of gloves.

(e) School Administrators will be responsible for addressing staff members or visitors who are not properly and safely wearing face coverings.

(2) Exceptions to requirements for face coverings shall be as follows:

(a) Doing so would inhibit the student’s health.

(b) The student is in extreme heat outdoors.

(c) The student is in water.

(d) A student’s documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering.

(e) The student is under the age of two (2), due to the risk of suffocation.

(f) During the period that a student is eating or drinking.
(g) Face coverings should not be placed on anyone who has trouble breathing or is unconscious, or anyone who is incapacitated or otherwise unable to remove the face covering without assistance (e.g. face coverings should not be worn by Pre-K students during nap time).

(h) The student is engaged in high intensity aerobic or anaerobic activities.

(i) Face coverings may be removed during gym and music classes when individuals are in a well-ventilated location and able to maintain a physical distance of six feet apart.

(j) When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.
Appendix F

Critical Area of Operation #6 - Contact Tracing

Protocols developed to address the anticipated minimum standards as required by the NJDOE Guidance and referenced in the School’s Plan – Section A.1.f.

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. It is a long-standing practice in New Jersey and around the world and is an integral function of local health departments in keeping communities safe from the spread of disease.

Upon notification that a resident has tested positive for COVID-19, a local health department will call to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least 10 minutes (Note: As of July 16, 2020, the CDC defines “close contact” as being within six feet for a period of at least 15 minutes). Trained professionals from the community then get in touch with those close contacts to recommend next steps, such as self-quarantining, and to provide critical education and support in risk mitigation strategies. Increasing the number and capacity of contact tracers has been a top priority of the Governor as these practices can help slow the spread of COVID-19.

A. Contact Tracing Procedures

i. The School’s nurses have been training in Contact Tracing and have been designated as staff liaisons for providing notifications and carrying out other components of the Contact Tracing procedure, such as accessing the School’s records of groups/cohorts, staff assignments and daily attendance.

ii. If a staff member or a staff member’s household member tests positive for COVID-19, they should immediately alert one of our school nurses.

iii. If a student or a student’s household member tests positive for COVID-19, they should immediately alert one of our school nurses.

iv. Upon learning that anyone in ii or iii above has tested positive for COVID-19, one of our school nurses will contact Lee Chang, COVID-19 Crisis Manager at the Jersey City Department of
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Health (or the person in that or a similar position if Lee’s position changes) at (551) 256-2573.

v. The COVID-19 Crisis Manager’s team will reach out to the student’s family or the staff member, as well as those with whom they had been in close contact.
Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

Protocols developed to address the anticipated minimum standards as required by the NJDOE Guidance and referenced in the School’s Plan – Section A.1.g.

1. School officials will continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.

a. Primary Day Porter
   i. Outdoor litter;
   ii. On call for janitorial issues;
   iii. Cafeteria and kitchen;
   iv. Supply requests;
   v. Restocking supplies;
   vi. Garbage; and
   vii. 2:00 p.m. cleaning of Adult Program facility

b. After hours Porters cleaning/disinfecting
   i. Garbage;
   ii. All plumbing fixtures and porcelain;
   iii. Vinyl and ceramic tile floors mopped;
   iv. Carpeted floors vacuumed;
   v. Windows; and
   vi. Elevators
(2) The School has established cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:

(a) A schedule for increased routine cleaning and disinfection.

i. The School’s Facilities Manager and its contracted cleaning company have co-developed a schedule, which requires additional personnel for both the day and after hour’s shifts.

ii. Additional Day Porter disinfecting
   
   i. Frequently touched surfaces;
   
   ii. Playground after each use;
   
   iii. Mid-day disinfecting of common bathrooms;
   
   iv. 2:00 p.m. disinfecting of the Adult Program facility;
   
   v. Back-up the Primary Day Porter

iii. Additional after hours Porter

   i. Frequently touched surfaces;

   ii. Clorox Total 360 application

(b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily. Examples of frequently touched areas in schools include:

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

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

(d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.).

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

(i) The School’s new cleaning and disinfecting schedule includes a second additional day porter to provide a mid-day cleaning/disinfecting of common bathrooms.
Appendix H

Critical Area of Operation #8 – Meals

Protocols developed to address the anticipated minimum standards as required by the NJDOE Guidance and referenced in the School’s Plan – Section A.1.h.

(1) Upon our initial return to the School facility in July, 2021, all students will eat lunch in their classrooms. If, in any stage or phase of pandemic response and recovery, the School resumes the use of cafeteria for its students, the School will:

(a) Stagger times, if necessary, to allow for social distancing, and clean and disinfect between groups.

(b) Discontinue family style, self-service, and buffet.

(c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.

(d) Space students at least six feet apart.

(e) Require individuals to wash their hands after removing their gloves or after directly handling used food service items.

(2) Meals for students on remote instruction

(a) School officials will alert all sending districts that our students who qualify for free or reduced meals may rely upon the sending districts for meals on remote instruction days if the students:

i. participate in hybrid instruction and are home every other week;

ii. participate in 100% remote instruction and are home every week;

iii. are in isolation or quarantine at home on a temporary basis.
Appendix I

Critical Area of Operation #9 – Recess/Physical Education

The School’s Protocols developed to address the anticipated minimum standards as required by the NJDOE Guidance and referenced in the School’s Plan – Section A.1.i.

(1) The School’s Plan Regarding Recess Includes the Following:

a) Stagger recess, if necessary.

b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.

c) The use of cones, flags, tape or other signs, and monitoring and assistance provided by teachers and Instructional Aides to create boundaries between groups.

d) A requirement that all individuals wash hands immediately after outdoor recess.

e) Staff and students are prohibited from using the restroom in the playground area, as it will be designated for bus driver and bus aide use only.

f) Stagger the use of playground equipment.

g) A contracted day porter will disinfect all playground equipment after each use.

h) Complete an inventory of outdoor spaces (green spaces, open space, and local parks) and designate zones, use stations, mark off areas, etc., to ensure separation among students (six feet apart for social distancing).

(2) The School’s Plan Regarding Gym Includes the Following:
a) The gyms will be open and a schedule will be developed to reduce the number of students or classes in the gym at any one time. The School will also limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.

b) Upon the return to School in July, 2021, locker rooms will be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces. If, in any stage or phase of pandemic response and recovery, we reopen locker rooms, the School will stagger their use and clean and disinfect between uses.
Appendix J

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

Protocols developed to address the anticipated minimum standards as required by the NJDOE Guidance and referenced in the School’s Plan – Section A.1.j.

A. Field Trips, Extra-Curricular Activities and Use of Facilities Outside of School Hours

(1) The School plans not to conduct field trips or extra-curricular activities, or use the facilities outside of school hours, upon the initial return to School in July 2021.

a. If, in any stage or phase of pandemic response and recovery, the School resumes field trips and/or extra-curricular events, or the use of the facilities outside of school hours, the School will adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.

(2) The School plans not to allow external community organizations to use its facilities upon our return in July 2021.

a. If, in any stage or phase of pandemic response and recovery, the School allows external community organizations to use its facilities, the School will require them to follow School guidance on health and safety protocols.
Appendix K

Academic, Social, and Behavioral Supports

Protocols developed to address the considerations as provided by the NJDOE Guidance and referenced in the School’s Plan – Section A.2.

Educator Well-Being

The School has accounted for the well-being of its educators and staff during the development of the Plan. While there are no anticipated required minimum standards for educator well-being, the School will strive to implement the following NJDOE considerations:

A. Provide time and space for individuals to process traumatic events, re-establish connections with each other, and receive support that promotes their healing.
B. Prioritize educator self-care and wellness at the start of the 2020-2021 school year.
C. Support educators’ access to mental and behavioral resources and encourage them to utilize these services.
D. Our School Social Worker will assess and distribute additional resources regarding Educator Well-being that can be found in Appendix B of the NJDOE Guidance.

Trauma-Informed Social and Emotional Learning

The School is organizing and preparing for ESY, acknowledging the potential trauma that staff and students have faced during the COVID-19 school closures. While there are no anticipated minimum standards to which the School must adhere in developing the Plan, the School will strive to implement the following NJDOE considerations:

Action to consider first:

A. Make deliberate efforts to communicate the importance of SEL and how it relates to student success in our School to students and families.

Actions to consider prior to school opening:

A. Provide professional development to support educators’
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(1) Integration of SEL in their teaching, including the skills to foster positive learning environments and techniques for embedding SEL into instruction (in-person and remote and/or virtual instruction).

(2) Protocol for identifying and supporting students who may be experiencing social-emotional, behavioral, and mental health challenges.

A. Be proactive in preparing access to mental health and trauma supports for staff and students, which may include establishing partnerships with outside entities and agencies. Planning should include the methods for continually conveying information on how to access both school and community supports to students, staff, and families in all learning environments (in-person, hybrid, and virtual).

Actions to consider once the school year begins:

A. Schools should be prepared to support an influx of students who may need counseling support.

(1) The School has a second social worker on its administrative staff, and will seek her help in this capacity if the need should arise.

B. Our School Social Worker will assess and distribute additional resources regarding Trauma-informed Social Emotional Learning that can be found in Appendix B of the NJDOE Guidance.

School Culture and Climate

Creating a positive school climate and culture will address the issues raised by the COVID-19 pandemic and improve the conditions for learning for all students in any of the in-person, hybrid, or virtual instructional models. To optimize the learning process, students and staff need to feel cared for, reengaged, and acclimated to the school community, so the School can deliver instruction most effectively. In order to improve school culture and climate, the School will:

A. Prioritize the health and emotional well-being of staff and students above all else.
B. Assess the school climate to identify vulnerabilities and plan to implement evidence-based strategies to address identified needs as found in Appendix B in the NJDOE Guidance.

Utilizing the Strengths of Staff

While educators are facing a “new normal” as they work to support the academic, social emotional, and health needs of students, many of the strategies that should be applied to address these challenges are not new. The School recognizes and will empower the
strengths of educators and staff and their significant role in the context of SEL. The School will strive to implement the following NJDOE considerations about how school staff can support the action steps outlined in the section on trauma-informed SEL:

Actions to consider first:

For school leaders:
A. Evaluate staff capacity and student needs when determining essential personnel for the 2020/2021 school year.

For teachers:
A. Embed SEL skills and strategies in remote learning with students.
B. Provide students with opportunities to connect with other students (within learning and socially).
C. Be aware of any changes in student behavior and report concerns to the School Social Worker.

Actions to consider a month before school opens:

For school leaders:
A. Evaluate school policies and protocols to ensure systems are in place to support students’ social-emotional needs.
B. Prioritize needed professional development for staff.

For student support staff:
A. Provide professional development to colleagues on areas of expertise and attend professional development to obtain greater understanding.
B. Support school leaders in establishing protocols for identifying and supporting students’ social-emotional needs and provide training to school staff on utilizing protocols.
C. Support students and families with accessing school and community supports and develop materials to communicate these services.

For teachers:
A. Attend professional development to enhance skills and share strategies you have found to be successful with colleagues.
B. Continue to acquire resources/strategies which you may utilize to build strong, positive relationships in your class.
C. Familiarize yourself with any resources shared by school leaders or the School Social Worker to support students’ social-emotional needs in the school and community.

Action to consider once the school year begins:
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For school leaders:
   A. Create opportunities for staff to regularly practice and reflect on their social and emotional competencies. Establish the expectation that all school staff should work to support students to do the same.
   B. Ensure that systems are set-up to identify staff or students that may be struggling and best support their needs.

For student support staff:
   A. Provide support to teachers as they work to increase the social and emotional competencies of students.
   B. Support teachers in having difficult conversations with students and provide assistance to students as needed.
   C. Continually evaluate the systems to identify staff and student needs and make adjustments to best support the school community and individuals.

For teachers:
   A. Utilize instructional strategies to continually promote the development of students’ social and emotional competencies.
   B. Apply the School’s protocol for identifying students who may be struggling and implement strategies recommended by the School Social Worker and other professionals.
Appendix L

Pandemic Response Teams

Protocols developed to address the anticipated minimum standards as required by the NJDOE Guidance and referenced in the School’s Plan – Section B.2.

A. The School’s Pandemic Response Team was established to centralize, expedite, and implement COVID-19 related decision-making.

B. The School’s existing Crisis Response Team serves as the Pandemic Response Team.

C. The Pandemic Response Team is comprised of the Executive Director, School Principal, Facilities Manager, Director of Adult Services, School Nurse and School Social Worker.

D. The Pandemic Response Team is responsible for:

(1) Overseeing the School’s implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.

(2) Adjusting or amending the School’s health and safety protocols as needed.

(3) Providing staff with needed support and training.

(4) Reviewing School-level data regarding health and safety measures and the presence of COVID-19.

(5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.

(6) Providing necessary communications to the School community.

(7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

E. The Pandemic Response Team should meet regularly and provide the School community with timely updates and any changes to protocols.
Appendix M

Scheduling of Students

Protocols developed to address the anticipated minimum standards as required by the NJDOE Guidance and referenced in the School’s Plan – Section B.3., including, but not limited to:

1. School Day

   A. In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten (such instructional time may be achieved through in-person, synchronous remote, or asynchronous remote activities).

   B. The School’s policies for attendance and instructional contact time will accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.

   C. The School will provide staff training in the use of Google Classroom and other technologies in order to strengthen remote learning capabilities.

2. Educational Program Model

   A. The School will use a fully in-person model, with parents and guardians continuing to have the option of a fully remote model during ESY 2021.
Appendix N

Educator Roles Related to School Technology Needs

Protocols developed to address the anticipated minimum standards as required by the NJDOE Guidance and referenced in the School’s Plan – Sections B.4., B.5., and B.6.

A. To ensure that all staff supporting virtual learning are prepared to provide or support instruction on day one, School officials have:

1. Designated the Technology Coordinator to provide ongoing support with technology to students, teachers, and families.

2. Surveyed teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).

3. Provided School one-to-one instructional devices, such as iPads and electronic braille devices, and hardware to provide or enhance Internet connectivity, such as a mobile hot spot and a Wi-Fi extender.

B. To ensure that all students who are expected to engage in remote instruction have access to the requisite educational technology (including hardware and connectivity), whether that technology is issued the School or the sending district, or is provided by the family, School officials will:

1. Create, distribute, collect and document an updated survey to families to determine educational technology needs.

2. When a technology or connectivity need is identified, the following actions will be taken:

   a. The School will determine if the family is planning to purchase the solution.

   b. If the family is unable to provide the requisite educational technology or device that enables Internet connectivity, the School will provide it to the family when they sign the School’s Equipment Loan Agreement Form.
(c) If the family requires assistance with Internet connectivity in the form of an Internet Service Agreement, financial assistance with monthly payments, etc., the School will contact the sending district to determine if they can assist the family.

(d) As an APSSD, all of our students will be given equally high priority regarding the provision of School-issued technology to enable full participation in remote instruction and therapies.

(e) Teachers and Specialists will monitor student technology needs on an ongoing basis, and will notify the Technology Coordinator accordingly.

(f) The School is prepared to issue educational technology throughout the ESY in order to prevent lapses in student access to remote instruction as family circumstances evolve.
Appendix O

Fulltime Remote Learning Options for Families in ESY 2021

The following Policy and Expectations Regarding Fulltime Remote Learning Options for Families in ESY 2021 reflects the School’s Protocols developed to address the anticipated minimum standards as required by the NJDOE Guidance and referenced in the School’s Plan – Section D.

On July 24, 2020, the New Jersey Department of Education released an update to The Road Back Restart and Recovery Plan for Education with an additional “Anticipated Minimum Standard.” This additional anticipated minimum standard provides that, in addition to the methods and considerations explicitly referenced in the guidance for scheduling students for in-person/hybrid or remote learning, families/guardians may submit, and school districts shall accommodate, requests for fulltime remote learning. Such requests may include any service or combination of services that would otherwise be delivered on an in-person/hybrid schedule, such as instruction, behavioral and support services, special education, and related services. A family/guardian may request that some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the district’s reopening plan. For example, a student qualifying to receive physical or occupational therapy may elect to have these related services provided in-person in the district while the academic portion of the school day be provided remotely.

1. Unconditional Eligibility for Fulltime Remote Learning: All students are eligible for fulltime remote learning; eligibility cannot be conditioned on a family/guardian demonstrating a risk of illness or other selective criteria. This includes students with disabilities who attend in-district schools or receiving schools such as St. Joseph’s School for the Blind.

2. Procedures for Submitting Fulltime Remote Learning Requests:
   a. The initial deadline for submitting a request for full-time virtual learning is May 25, 2021.
   b. The School will respond to a written request for full-time virtual learning on an ongoing basis.
   c. The points of contact for questions and concerns are:

   School Social Worker (through August 12, 2021) Marisol Cordero, mcordero@schoolfortheblind.org, (201) 876-5432 ext. 2113

   School Principal (after August 12, 2021) Dr. Anthony Lentine, alentine@schoolfortheblind.org, (201) 876-5432 ext. 1107
3. Documentation/Information needed: The State of NJ is requiring that we keep records of students who are choosing the 100% virtual option, so we will be asking you to provide some documentation/information regarding your request. In accordance with #1 above, such documentation shall not exclude any students from the school’s fulltime remote learning option, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of successful remote learning. These pieces of information will consist of the reason for requesting a virtual option, internet connectivity, and devices in the home.

4. Scope and Expectations of Fulltime Remote Learning: School administrators and staff are working hard to ensure that our remote learning program provides the same access to standards-based instruction of the same quality and rigor as that afforded all other students of the School. The School is making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology and the provision of special education and related services to the greatest extent possible. Students opting for remote learning will be required to attend school daily unless called out sick to the school nurse, follow the same daily schedule as in-person learners, and complete all assignments in a timely manner. For families/guardians requesting a service transition from in-person or hybrid delivery to fulltime remote delivery, we will determine if any additional services, procedures, or expectations are needed during the transition period on a case-by-case basis.

5. Procedures to Transition from Fulltime Remote Learning to In-Person Services:
   - Students who have elected a fully remote learning option will not be able to return to a full-time in-person learning option during ESY 2021.

6. Procedures to Transition from In-Person Learning to Fulltime Remote Learning:
   - Students who elected to return to fully in-person learning can move into the fulltime virtual model as soon as a written request is received.
   - During the transition, there should be:
     - communication regarding procedures involved in the full-time virtual option,
     - consultation with the School Social Worker and the sending district’s case,
     - discussion among the virtual instructor and classroom instructor regarding transitioning the student with consideration of skill and content acquisition and need, and
     - a determination of the technology needed for full-time virtual instruction.
7. Reporting: To evaluate fulltime remote learning, and to continue providing meaningful guidance for schools, the NJDOE feels it is important to understand the extent and nature of the demand for fulltime remote learning around the State. Therefore, schools will be expected to report to the NJDOE data regarding participation in fulltime remote learning. Data will include the number of students participating in fulltime remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners.

To opt into the fulltime virtual learning program, please complete the attached form for your child you are opting in to the fulltime virtual learning program and return it to the School Principal at:

St. Joseph’s School for the Blind  
Dr. Anthony Lentine  
761 Summit Avenue  
Jersey City, NJ 07307  
Or scan and email to alentine@schoolfortheblind.org
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Request for Full-Time Remote Learning

<table>
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**Initial Placements Request:**
Request for initial placement into a full-time remote learning cohort.

| I have read the Policy and Expectations Regarding Fulltime Remote Learning Options for Families in ESY 2021. | Please Initial |
| I am formally requesting that my student be placed in the full-time virtual learning cohort. | Please Initial |

**Change of Placement Requests:**
Request for placement from an in-person cohort into a full-time remote learning cohort.

| I have read the Policy and Expectations Regarding Fulltime Remote Learning Options for Families in ESY 2021. | Please Initial |
| I am formally requesting that my student be removed from the in-person learning cohort and be placed in the full-time virtual learning cohort. | Please Initial |

__________________________________________  ___________________________
Parent/Guardian Signature                  Print Parent/Guardian Name
Appendix P

Protocol to Address a Positive Case of COVID-19

Protocols developed to address the anticipated minimum standards as required by the NJDOE Guidance and referenced in the School’s Plan – Section A.1.e.(2).(vii).

Any school in any community might need to implement short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, CDC recommends the following procedures regardless of the level of community spread:

**Coordinate with local health officials.** Once learning of a COVID-19 case in someone who has been in the school, immediately notify local health officials. These officials will help administrators determine a course of action for the School.

**Dismiss students and most staff for 2-5 days.** This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the local health officials to help the School determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.

- Local health officials’ recommendations for the scope (e.g., a single school, multiple schools, the full district or, in our case, multiple programs in different parts of the building) and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community.
- Discourage staff, students, and their families from gathering or socializing anywhere.

**Communicate with staff, parents, and students.** Coordinate with local health officials to communicate dismissal decisions and the possible COVID-19 exposure.

- The School will maintain confidentiality of the student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act.

**Clean and disinfect thoroughly.**

- Close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Open outside doors and windows to increase air
circulation in the area. If possible, wait up to 24 hours before beginning cleaning and disinfection.

- Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.

- If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.

- Wait till space is vacant than vacuum the space if needed. Use vacuum equipped with HEPA filter if available.

- Temporarily turn off in-room HVAC (if equipped) to avoid contamination of HVAC units.

- Do not deactivate central HVAC systems.

- Consider temporarily turning off room fans and central unit that services the room or area so that particles that escape from vacuuming will not circulate throughout the facility.

- For disinfection most common EPA-registered household disinfectants should be effective.

Make decisions about extending the school dismissal. Temporarily dismissing schools is a strategy to stop or slow the further spread of COVID-19 in communities.

- During school dismissals (after cleaning and disinfection), the School may stay open for staff members (unless ill) while students stay home. Keeping facilities open: a) allows teachers to develop and deliver lessons and materials remotely, thus maintaining continuity of teaching and learning; and b) allows other staff members to continue to provide services and help with additional response efforts. Decisions on which, if any, staff should be allowed in the school should be made in collaboration with local health officials.

- The School’s administrators should work in close collaboration and coordination with local health officials to make dismissal and large event cancellation decisions. Schools are not expected to make decisions about dismissal or canceling events on their own. School dismissals and event cancellations may be extended if advised by local health officials. The nature of these actions (e.g., geographic scope, duration) may change as the local outbreak situation evolves.
The School’s administrators should seek guidance from local health officials to determine when students and staff should return to schools and what additional steps are needed for the school community. In addition, students and staff who are well but are taking care of or share a home with someone with a case of COVID-19 should follow instructions from local health officials to determine when to return to school.

Implement strategies to continue education and related supports for students.

- **Ensure continuity of education.**
  - The School will revert back to delivering academic and related services remotely for all students during the closure as feasible and appropriate.

- **Ensure continuity of meal programs.**
  - The School will alert the sending school districts and families that the sending school districts should be prepared to provide grab-and-go school lunches for students who qualify for free or reduced meals.
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</table>
# RESTART & RECOVERY PLAN

<table>
<thead>
<tr>
<th>Section</th>
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<th>Link</th>
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<tr>
<td>Extended School Closure as a Result of COVID-19</td>
<td>9/teacherresources/edevaluation.shtml</td>
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<tr>
<td>Educator Preparation Programs and Certification</td>
<td></td>
<td><a href="https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml">https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml</a></td>
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### Continuity of Learning

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<tr>
<td>Ensuring the Delivery of Special Education and Related Services to Students with Disabilities</td>
<td>IDEA</td>
<td><a href="https://sites.ed.gov/idea/">https://sites.ed.gov/idea/</a></td>
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<td>Professional Learning</td>
<td>Distance Learning Resource Center</td>
<td><a href="https://education-reimagined.org/distance-learning-resource-center/">https://education-reimagined.org/distance-learning-resource-center/</a></td>
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