

Windsor Bergen Academy (04-8319)
56 Passaic Street, Ridgewood, NJ 07450

Road to Recovery
School Reopening Plan
8.11.2020

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Windsor Bergen Academy's Road to Recovery School Reopening Plan

Rationale: To ensure that our students and staff are provided the necessary tools and accommodations to return to school after the COVID-19 Pandemic, in a safe and healthy Environment.

Target Group: All students in grades PK-8 who attend Windsor Bergen Academy which is a school for students with disabilities.

Plan Goal: To provide educators and administrators with the information necessary to ensure that our school reopens safely and is prepared to accommodate students' unique needs. To ensure that our students continue to receive quality, standards-based instruction with the option to return to schools and/or participate in distance learning. To continue to educate and support our students with disabilities with resources, accessibility, and specialized learning options to meet their individual needs. All instruction modalities shall be consistent with the students individualize educational plan (IEP) to the greatest extent possible to meet the New Jersey Student Learning Standards.

Conditions for Learning Plan Component 1

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

- The School will establish and maintain communication with local and state authorities to determine current mitigation levels in the community.
- The School will protect, support, and provide reasonable accommodations for staff and students who are at higher risk for severe illness including those who are 65 and older and individuals with disabilities or serious underlying medical conditions. All students will have the option of virtual learning.
- All staff will be trained on all safety protocols.
- Training will be conducted virtually whenever possible or ensure that social distancing is maintained during training that is done in person.
- The School will follow CDC's Guidance for Schools and Childcare Programs

Promote Behaviors That Reduce the Spread of Covid-19

- Stay home when appropriate
 - The School will educate staff and families about when they/their students should stay home and when they can return to school.
 - Sick employees and students who stay at home will not face any reprisal.
 - Students who stay home will be able to learn virtually while they are absent.

Hand Hygiene and Respiratory Etiquette

- The School will teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff. If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and students who can safely use hand sanitizer).
- The School will encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds. If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and students who can safely use hand sanitizer).

Face Coverings

- All persons who enter the building must wear a face covering at all times.
 - A cloth face covering must be washed daily or when visibly soiled. Single use disposable face coverings must be changed daily unless they become damp or soiled, in which case they should be replaced immediately.
 - A face covering with a valve must be covered with an additional mask.
 - The school will provide information to staff, students, and students' families on proper use, removal, and washing of face coverings.
 - The School acknowledges that the use of face coverings may be difficult with young children or individuals with disabilities. Students who do not comply with established mask wearing guidelines shall be addressed on a case by case basis.
 - 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.
 - Students' cloth face coverings should be clearly identified with their names or initials, to avoid confusion or swapping. Students' face coverings may also be labeled to indicate top/bottom and front/back.
 - The School will use behavioral techniques such as positive reinforcement to increase the likelihood that students will comply with face covering guidance and other prevention practices.
 - Student Exceptions:
 - Doing so would inhibit the student's health
 - The student is in extreme heat outdoors or in water
 - A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of a face covering.
 - The student is under the age of 2
 - Pre-school students during naptime
 - When a student is eating or drinking

Signs and Messages

- Signs that promote every day protective measures and describe how to stop the spread of germs, including those promoting proper hand washing techniques and how to properly wear a face covering, will be posted in highly visible locations throughout the school building.

- Social distancing signs and markers will be placed throughout the building including classrooms, hallways, stairwells and other common areas.
- Daily reminders on how to reduce the spread of COVID-19 will become part of the morning PA announcements each day.
- Through the use of the school website and emails, the school will communicate with staff and families about behaviors that help prevent the spread of COVID-19.

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

Social Distancing in Instructional and Non-Instructional Rooms

- School will allow for social distancing within the classroom to the maximum extent practicable. Classrooms have been designed so that all student desks are facing the same direction at all times. All classrooms will allow for 6 feet of social distance, ensuring students are seated 6 feet apart.
 - If students need to be seated at a table, they will sit on the same side, at opposite ends, facing in the same direction.
- All instructional and non-instructional rooms will comply with social distancing standards to the maximum extent practicable.
- Classes will remain together within their own classroom (cohort), and when they move to other areas in the building they will remain together as a group. The combining of classrooms will not occur throughout the day.
- Physical barriers will be considered in areas where it is difficult for individuals to remain at least 6 feet apart.
 - The school will ensure that all indoor facilities will have adequate ventilation.
 - Heating and ventilations systems will be inspected and maintained where appropriate.
 - Weather permitting, windows will be opened to recirculate fresh air.
 - Filters for A/C units will be maintained and changed according to the manufacturer's recommendations.

Procedures for Hand Sanitizing/Washing

- All students and staff are required to wash hands for at least 20 seconds at regular intervals including before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
- The School has installed hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol) throughout the school for use if washing with soap and water is not possible.
 - All instructional and non-instructional rooms
 - All student and staff designated entrance and exit points in the building
 - Each hallway near toilets
 - Students ages five and younger will be supervised when using the hand sanitizer.

Critical Area of Operation #3: Transportation

Bus and Van Protocols

- Students will continue to be transported through district provided or arranged busing. Each school district will be responsible to ensure all transportation, including that provided through contracted services, meets the minimum standards established by the NJ Department of Education.
- Students who are unmanageable or cannot comply with the safety protocols on the bus or van will be subject to suspension from the bus or van.

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

Student Drop-off/Pick-up

- Staff will be responsible for removing students from buses, vans, or parent vehicles. No student can be released from a vehicle until a staff members has given them direction to do so.
- Staff will be responsible for escorting students to buses, vans, or parent vehicles at the end of the school day.
- A parent transporting a student late to school must remain in the car, call the main office and wait for instructions to meet the school nurse at the entrance so a student screening can be conducted.
- Students, staff, and parents must wear a face covering at all times.
- Social distancing will be maintained to the maximum extent practicable.

Location of Student and Staff Screenings

- All students will be visually screened and have their temperature checked as they enter the building through the designated entrance.
- Staff will be required to self-screen prior to arrival.
- Students and staff must wear a face covering at all times.
- Social distancing will be maintained to the maximum extent practicable.

Student Flow

- Designated entrances, exits, stairwells and hallways will be marked with arrows and other physical markings to direct traffic and maintain 6 feet of social distancing.
- Lunch Room and Playground areas will be used to assist with maintaining social distancing.
- Students will enter the bathroom one at a time to maintain social distancing protocols

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

- Health checks and isolation will be conducted safely and respectfully, in accordance with any applicable privacy laws and regulations.
- All screenings will take into account students with disabilities and accommodations that may be needed in the screening process for those students.
- The Conference Room will be designated as the isolation room with the gym as a secondary location if needed.
- Additional personal protective equipment (PPE) will be available and accessible for all staff interacting with symptomatic staff and students.
- Areas used by a sick person will be closed off and not used before cleaning and disinfection.
- School will wait 24 hours or as long as possible before cleaning and disinfecting areas occupied by a sick person.
- Maintenance staff will clean and disinfect all areas used by a sick person, including bathrooms and common areas, focusing on frequently touched surfaces.
- Parents must be on the alert for signs of illness and must keep their child home when they are sick.
- Any student or staff member that displays or reports signs or symptoms of COVID-19 may be required to undergo testing.
- Results will be documented when signs or symptoms of COVID-19 are observed or reported or when a student or staff member undergoes testing for COVID-19
- If an individual who has spent time in the school building tests positive for COVID-19, the School will immediately notify local health officials, student families and staff of a confirmed case, while adhering to applicable privacy and confidentiality regulations.
- School will provide local health officials with records of groups/cohorts, assigned staff, and daily attendance to assist with contact tracing.
- The School will remain in contact with local health officials for any further action that is recommended.
- School nurse will continuously monitor symptoms of students and staff

Screening Procedures for Students and Staff

Staff

- Staff will be required to conduct a self-screen at home and to certify a NO response to all questions upon signing in at the entrance to the building. Self-screen questions are:
 - Do you have any symptoms of COVID-19 including a fever of 100.4 or greater?
 - Are you under evaluation for COVID-19?
 - Have you been diagnosed with COVID-19?
 - Have you had close contact with anyone diagnosed with COVID-19?
- What defines close contact?

- You were within 6 feet of someone who has COVID-19 for at least 10 minutes
- You provided care at home to someone who is sick with COVID-19
- You had direct physical contact with the person (touched, hugged, or kissed them)
- You shared eating or drinking utensils
- The person sneezed, coughed, or somehow got respiratory droplets on you
- Staff that failed to complete the self-screen prior to arrival must remain in their car, call the main office and wait until the school nurse is available to conduct a screening prior to entering the building.
- A staff member presenting with any signs or symptoms consistent with COVID-19 during the school day will be immediately sent home or isolated in the isolation room, (Conference Room) until they can safely return home. The staff member may be required to undergo testing for COVID-19 based upon continued symptoms.
- Staff must self-report to the School if they have symptoms of COVID-19, are under evaluation for COVID-19, have a positive test result for COVID-19, had close contact with someone with COVID-19 or traveled out of the country or to a location on the New Jersey COVID-19 Travel Advisory List within the last 14 days in accordance with health information sharing regulations for COVID-19

Students

- All students will have their temperature checked as they enter the building through the designated entrance.
- All students will be visually assessed for signs or symptoms of COVID-19
- Students that have a temperature of less than 100.4 degrees can proceed to their classrooms.
- Any student that has a temperature of 100.4 degrees or higher or is displaying any signs or symptoms of COVID-19 upon entrance to school or during the school day will be brought to the isolation room (Conference Room) and the school nurse will be notified.
- Student parent or guardian will be contacted to immediately pick up their child.
- Student will be cared for and will remain supervised at all times in the isolation room.
- Student may be required to undergo testing for COVID-19 based on continued symptoms.
- Parents must report to the school nurse any time their child:
 - Has symptoms of COVID-19 including a fever of 100.4 or greater
 - Is under evaluation for COVID-19
 - Has been diagnosed with COVID-19
 - Has been in close contact with someone diagnosed with COVID-19
 - Has traveled out of the country or to one of the states on the NJ COVID-19 Travel Advisory List
- What defines close contact?
 - You were within 6 feet of someone who has COVID-19 for at least 10 minutes
 - You provided care at home to someone who is sick with COVID-19

- You had direct physical contact with the person (touched, hugged, or kissed them)
- You shared eating or drinking utensils
- The person sneezed, coughed, or somehow got respiratory droplets on you

When to Return to School/Work When Illness Occurs

Remittance policies are consistent with NJ Department of Health and CDC guidance.

Positive with Symptoms (Time-Based Strategy)	At least 10 days have passed since symptom onset AND At least 20 days and a note from your health care provider for severe COVID 19 individuals/or immunocompromised individuals.
	At least 24 hours have passed since resolution of fever without the use of fever reducing medications AND
	Other symptoms have improved
Positive with No Symptoms (Time-Based Strategy)	At least 10 days have passed since the date of your first positive test AND
	You continue to have no symptoms since the test
Negative COVID-19 Test	At least 24 hours have passed since resolution of fever without the use of fever reducing medications AND
	Other symptoms have improved OR
	After 14 days if it was recommended that you quarantine

When to Quarantine

Any student or staff member who has been in close contact with someone who has COVID-19 must quarantine. This includes people who previously had COVID-19 and people who have taken a serologic (antibody) test and have antibodies to the virus. In addition, anyone returning from out of the country or from a location on the New Jersey COVID-19 Travel Advisory List may also be required to quarantine.

- **What defines close contact?**
 - You were within 6 feet of someone who has COVID-19 for at least 10 minutes
 - You provided care at home to someone who is sick with COVID-19
 - You had direct physical contact with the person (touched, hugged, or kissed them)
 - You shared eating or drinking utensils

- The person sneezed, coughed, or somehow got respiratory droplets on you
- **Steps to take while quarantined**
 - Stay home for 14 days after your last contact with a person who has COVID-19.
 - Watch for fever (100.4°F), cough, shortness of breath, or other symptoms of COVID-19.
 - If possible, stay away others, especially people who are at higher risk for getting very sick from COVID-19
 - Any time you have close contact with an additional person diagnosed with COVID-19 you must restart your quarantine.

Visitors

- Visitors are discouraged at this time.
- Visitors will not be permitted without an appointment.
- All visitors will be buzzed in the front left side entrance and must remain in the entrance until met by a staff member.
- All visitors will have their temperature taken at the building entrance and will be screened with additional screening questions.
- All visitors who enter the building must wear a face covering.
- Visitors will be signed in and out by the school secretary.

Critical Area of Operation #6: Contact Tracing

- The school community will be provided information regarding the role of contact tracing in keeping the community safe from the spread of contagious disease.
- If an individual who has spent time in the school building tests positive for COVID-19, the School will immediately notify local health officials, student families and staff of a confirmed case, while adhering to applicable privacy and confidentiality regulations.
- School will provide local health officials with records of groups/cohorts, assigned staff, and daily attendance to assist with contact tracing.
- The School will adhere to all applicable federal and state requirements regarding privacy to protect student and staff identities in relation to COVID-19 and contact tracing.
- The School will remain in contact with local health officials for any further action that is recommended.

Critical Area of Operation #7: Facilities Cleaning Practices

- School will develop a procedure manual to establish a cleaning and disinfecting schedule that includes areas to be cleaned and methods to be used.
- Staff will be trained in the proper cleaning techniques and use of disinfectants
- Disinfectant products utilized will be limited to those included on the EPA list of approved disinfectants for use against COVID-19 or to similar disinfectants known to be effective against COVID-19.

- Label directions will be followed for all cleaning and disinfecting products to ensure safe and effective use.
- Windows and outside doors will be opened, when possible, to increase air circulation in the school building.
- Students and staff will be encouraged to bring their own water to minimize the use of drinking fountains
- Areas used by a sick person will be closed off and not used before cleaning and disinfecting.
- School will wait 24 hours or as long as possible before cleaning and disinfecting areas occupied by a sick person.
- Maintenance staff will clean and disinfect all areas used by a sick person, including bathrooms and common areas, focusing on frequently touched surfaces.

Daytime Cleaning Procedures

- Maintenance staff will clean and sanitize hallways, stairwells, drinking fountains and common areas throughout the school day, focusing on touch points including handrails, light switches, door knobs and handles
- Maintenance staff will clean and sanitize student and staff bathrooms and kitchens (if used) throughout the school day.
- All staff will assist in cleaning and sanitizing classrooms and other student occupied rooms periodically throughout the school day.
- Playground equipment will be cleaned and sanitized periodically.
- Soap, hand sanitizer, and paper towel dispensers will be checked throughout the day to ensure they remain full.
- Wipes will be provided for difficult to clean items such as keyboards and remote controls.

After School Cleaning Procedures

- Maintenance staff will clean and sanitize hallways, stairwells, drinking fountains and common areas at the end of the school day, focusing on touch points including handrails, light switches, door knobs and handles.
- Maintenance staff will clean and sanitize student and staff bathrooms and kitchens (if used) at the end of the school day.
- All staff will assist in cleaning and sanitizing classrooms and other student occupied rooms including student desks and chairs after student dismissal.
- Maintenance staff will vacuum and disinfect carpeted offices and hallway mats periodically.
- Electrostatic disinfectant sprayers and portable foggers will be used at the end of each school day when appropriate.
- Restocking of all hand sanitizers, soaps, paper towels, tissues and other cleaning, disinfectant and hygiene products will occur at the end of each school day in order to allow for continued healthy hygiene and adequate cleaning practices.

Critical Area of Operation #8: Meals

To eliminate large gatherings in the lunchroom, boxed lunch and next day breakfast will be distributed at dismissal for those students who elect to receive meals.

Snack in Classroom:

- Snack time has been built into student schedules and will take place in the classroom while seated at their desks.
- Upon entering the classroom, students will place snack brought from home in their desks.
- Students will wash or sanitize hands before and after eating snack.

Critical Area of Operation #9: Recess/Physical Education

- To maintain cohorts, students recess in the classroom.
- At this time, to prevent cohort mixing, to prevent the use of shared equipment, and to maintain social distancing, physical education classes will temporarily be virtual.

Critical Area of Operation #10: Extracurricular Activities and Use of Facilities Outside of School Hours

- The school will suspend all extra-curricular activities until further notice.
- There is no use of facilities after student dismissal.

Academic, Social, and Behavioral Supports for Students and Staff

Social emotional learning (SEL) will be critical in reengaging students, supporting adults, rebuilding relationships and creating a foundation for academic learning. In addition to taking the steps listed in the Health and Safety Guidelines, we have considered the impact of social isolation on both educators and students.

Plans to Reengage Students

- Social emotional learning will be embedded in the student schedules as part of our re-entry schedule.
- Time will be devoted for students to reflect on their experiences.
- Monitor and provide additional supports to students who are struggling socially, emotionally, behaviorally, or academically. Students will be identified through the weekly support meetings or through direct communication with administration.
- Continue to incorporate activities that address social emotional learning competencies.

Supporting Adults

- Provide activities from *Onward: Cultivating Emotional Resilience in Educators*.
- Staff struggling with mental health issues or trauma will be given information for local service agencies which provide additional support services.

Developing Connections with Students

- Develop connections with every student in the first two weeks of entry to create a foundation for learning.
- Assess needs of in school learning structure.
- Assess needs of at home learning.
- Establish team approach to support the students socially, emotionally and behaviorally.

Multi-Tiered Systems of Support

MTSS is a systematic approach to prevention, intervention, and enrichment in grades PK-12 for academics and behavior that gives educators and families a tool to identify individual student who need extra support.

- Teachers, support staff and related service providers will receive training for this approach by viewing a video.
- Staff will collaborate and analyze student data.
- Action plans will be developed to integrate academic supports with behavioral supports.
- Families will continue to be surveyed to ensure that all students have access to a device with internet.
- Students will be assigned to groups within the classroom based on skill levels, with those needing the most intensive support provided with an enhanced learning program.
- Staff will be assigned to groups, in person and virtual, to lead a particular group.
- Teacher will teach core group before breaking into tiers of instruction.
- Behavioral supports will be integrated into each tier group.
- Collaboration with parents to discuss the academic and behavioral needs of each student.

Universal Screening

- GMAD and DRA2 will be administered to all students, whether in person or virtual, as a measure to determine academic needs in mathematics and English language arts as a universal screening.
- Students who currently receive academic support will also be assessed with the Wilson model.

Problem Solving Teams

- Weekly meetings will be held to focus on support for staff, students and families.
- Plan will be developed prior to school opening for protocol to support any student who may be experiencing social, behavioral and mental health challenges.
- Staff meetings will be held weekly to share their class data to guide and make decisions about instruction and academic interventions.

Wrap Around Supports

- Our clinical team and staff will confer and collaborate weekly or as needed to address the academic, behavioral and social-emotional needs of students both inside and outside the school environment.

- Coordination of services and wrap around supports outside the school may be recommended as part of a student plan through our clinical staff.
- Teachers will continue to contact parents for biweekly consultations to encourage family engagement.
- Social workers will be available throughout the day for support. Weekly counseling sessions will be scheduled for each student in alignment with their Individualized Education Plan for students to process traumatic events and receive support that promotes healing.
- The nurse will provide guidance and support to staff, families and students on self-care and wellness.
- Clinical staff and nurse will connect families with local agencies to provide mental health supports for those in need.
- Teachers will be available from 2:00pm to 3:30pm to help students and support families either through existing communication platforms, individual check-ins, or Zoom.

*All strategies, opportunities, social skills and services will be considered for all students and families remotely and in person.

Food Service and Distribution

- The school will distribute boxed lunches and next day breakfast at dismissal to ensure the seamless and continuous feeding of our students.

Quality Child Care

- Childcare may be needed as schools reopen; particularly in instances where modified school schedules may increase the likelihood that families who otherwise would not utilize childcare will now require it.
- Since we are the receiving district, we would encourage our families to contact the sending district for information about services available to families.

Leadership and Planning Plan Component 2

Establishing a Restart Committee and a Pandemic Response Team

- A Restart Committee was established, as collaboration is critical to the development of this Plan. As a small, private school, we have included a cross section of administrators and staff who were available to prepare and implement the plan during the summer. This group communicated daily and acted as a team to make decisions which reflect the diverse dynamics of the school community.
- A survey was distributed to families on their intentions and preference to return to the school setting.
- Responsibilities included but not limited to:
 - Adjust the school environment to ensure the safety and health of our students and staff.

- Schedules and protocols to disinfect and clean.
- Revise access and circulation patterns.
- Develop learning models and schedules.
- Develop procedures for staff and students implemented in this plan.
- Assist in writing the reopening plan.
- Assure that the buildings and classrooms are prepared, and proper social distancing markings and signage are displayed throughout the building.
- Work closely with the School Pandemic Team, local health department and other health agencies.

Members of the Committee

- Director
- Principal
- Crisis Team Supervisor
- Supervisor of Special Education
- Supervisor of Curriculum and Instruction
- Non-Instructional Paraprofessional
- Technician

Establishing a Pandemic Response Team

- Our school has an existing Crisis Response Team and that team, as well as the addition of other staff members to maintain a cross section of school staff, will serve as the Pandemic Response Team. This team will oversee the implementation of the Plan, particularly health and safety measures and provide crisis and safety support.
- Responsibilities included but not limited to:
 - Implement Covid-19 related decision making
 - Communicate and collaborate with district administrators
 - Provide safety and crisis leadership
 - Provide staff support with needed guidance and training.
 - Report informational data to administrators.
 - Review school related data regarding health and safety measures and the presence of COVID-19
 - Communicate with families and districts.
 - Monitor and implement updated health and safety standards from the NJDOH.
 - Develop and implement procedures to foster and maintain safe and supportive school climates posed by COVID-19.
 - Ensure information is timely and shared with administrators and the community.

Members of the Pandemic Response Team

- Director
- School Principal

- Supervisor of Special Education
- Nurse
- Instructional Paraprofessional
- Teacher
- Related Service Provider
- Custodian
- Parent

Procedural Practices for Reentry Related to COVID-19

- Encourage social distancing.
- Discourage student cohort mixing.
- Recess remains in the classroom maintaining the same cohort.
- Assemblies and field trips will be scheduled virtually in each classroom.
- Group gatherings will not be scheduled.
- Daily practices to improve hygiene will be part of the schedule.
- Supports in place to support the mental health and wellness of students, staff and the school.
 - Social Emotional Learning to prepare to reopen the school community
 - Mental health, trauma, and wraparound supports
 - Weekly individual counseling and social skills for students (IEP driven) activities and resources that may be needed to address COVID-19 concerns
 - Multi-tiered System of Supports (MTSS)
 - Weekly staff meetings to support and address concerns

Scheduling

Our school's reopening plan will account for resuming in-person instruction in some capacity.

Virtual Learning will continue to be guided by P.L.2020, c.27 and the school's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a full virtual environment.

- Windsor Bergen Academy is a school for students with disabilities. The school will continue to ensure students receive individualized supports that meet the requirements in the Individualized Education Plan.
- Uniqueness of our population of students with disabilities and their special needs was taken into consideration in this scheduling process, which includes instructional models to support the needs of our students and families.
- In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours.
- School district 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.
- The school will accommodate staff teaching in person and virtually in a way that all students will meet the required instructional hours for the day.

- Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time with the teacher and students and students with their peers.
- Paras and teachers will ensure that direct instruction is provided to the virtual learners in the same manner.
- Planning, communication, student/parental contact time will be provided 2:00pm-3:30pm.
- All management systems and online platforms in the school preparedness plan will continue to be part of our programs to ensure instructional flow is not interrupted should there be another full closure.

Instructional Models

- Full In-person Model: In person instruction 5 days a week will be offered to all students from 8:50 am-1:00 pm.
 - Students may receive services and instruction full time virtually during the same hours
 - All academics and related services will be provided during the day
- Full Time Remote Learning: The school will secure a formal parental request for this learning option. A formal commitment will be distributed to only those parents who are choosing this option. All requests will be reviewed and honored accordingly. Students will receive a combination of synchronous and asynchronous instruction.
- A policy was incorporated regarding fulltime remote learning services, in accordance with the Department’s guidance.
- Accommodations and modifications will be considered for those students who may have difficulty at this time transitioning to a full time in person model.
- All families and staff will be surveyed for the availability and access to computer device and internet.
- Instructional content priorities will be identified as a result of school closures keeping in mind equitable instruction for all learning models.
- Typical School Day/In Person/Virtual

8:50-9:00	Check in/SEL
9:00-10:00	ELA/Whole Group with integration of Visual and Performing Arts ELA/Small Group/Individual
10:00-11:00	Mathematics Mathematics/Small Group/Individual
11:00-11:10	Snacks/Recess
11:10-12:10	Integrated SS/Science/Health
12:10-1:00	Social Skills/Remote PE/Health Related Practices/Self Care
1:00-	Dismissal/Prep
1:30-2:00	Teacher Lunch
2:00-3:30	Virtual Help, Virtual Lessons, Student Check In, Parent Communication

- Related Services will be provided by online platforms, Zoom or in an environment where social distancing can be maintained.
- Virtual Help: Students will have the opportunity between 2:00pm through 3:30pm to speak with a teacher or staff through Teams, Zoom or their individual channels. Teachers will post all their assignments and virtual help times on Microsoft Teams.
- Virtual Lesson: Dedicated for teachers to provide students lessons and activities.
- Student Check-in: Dedicated for teachers to reach out to individual students who have not attended Teams, Zoom, or completed any work.
- Small group time is designed for differentiation, remediation, and enrichment. Times for small groups will be posted on Teams.

Attendance

- School district 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.

Staffing

In-Person and Virtual Learning

- Staff roles will be expanded to accommodate new health and safety regulations.
- Staffing roles may expand to monitor and accommodate health and safety regulations such as monitoring student movement and hallway traffic.
- Instructional and non-instructional schedules will include designated time to support required health related requirements such as handwashing and sanitizing.
- Survey staff to determine technology needs.
- All staff will remain familiar with our existing online platforms which will continue to be part of our program.

Instructional Staff

- Reinforce social distancing protocol with students and other support staff.
- Limit group interactions during the day.
- Support school building safety by accompanying students to bathroom.
- Plan standard based lessons to meet the varied levels of our students to support all learning models.
- Provide biweekly feedback to families.
- Set clear expectations for learning models and remote learning
- Assess student competencies to drive instruction. Take into consideration benchmark assessments administered when the school reopens.
- Meet with remote team to make necessary curricular adjustments to improve quality of instruction in remote environment.
- Provide materials or resources for activities at home.
- PLC meetings will be held to assess student performance and develop means to address gaps in learning.

Paraprofessionals

- Lead small group instruction while ensuring social distancing and maintain classroom cohorts.
- Consider alternative methods for one-one interactions avoiding in person close contact.
- Pre-record read a-louds and videos, and links for accessible activities that the teachers can incorporate into lessons.
- Support families and students in accessing and participating in remote learning.
- Lead small group in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.

Administrators

- Provide time for staff collaboration and planning.
- Encourage in-person interactions for students due to our population of students with special needs.
- Assess student, parent, and teacher needs regularly to ensure they are receiving the necessary supports to access instruction.
- Collaborate on curriculum planning and assessing student academic and social/emotional well-being when returning to school.
- Create student schedules to increase engagement and accountability the remote learning model.

Technology Support to Staff

- Provide support to staff to ensure virtual learning is effective.
- Survey teachers for any technology needs.
- All teachers already have access to Microsoft Teams platforms and usernames/passwords. Immediate contact will be made to technology specialist or curriculum supervisor to provide assistance to online programs and resources.

Professional Learning

- The school will provide professional learning that will better equip staff and parents to adapt to altered educational environments and experiences. Professional learning experiences may be provided remotely.
- Focus on professional development to address the learning loss and prepare to support educators in meeting the social, emotional, health, and academic needs of our students.
- Professional development plans for teaching staff will remain flexible and adaptable to the changing needs of the school and individual educator.

Scope of Learning

- Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and students, as well as time to meet with the support staff.
- Maintaining cohorts will be a priority at all times.

- PLC meetings will be scheduled to address grading practices and how to monitor and assess student performance.
- Interactive activities will be encouraged as a learning tool to promote student engagement.

*All updated guidance from the NJDOH will be considered, should it necessitate a change in scheduling.

Policy and Funding Plan Component 3

As an approved private school for students with disabilities (APSSD) we are required to submit an annual budget to the New Jersey Department of Education. The budget is based upon a tentative daily tuition rate set by the New Jersey Department Education and driven by allowable expenditures. Our budget included an estimate of expenditures for PPE, physical barriers, and disinfecting supplies. The school's year end June 30 financial statements are audited annually in accordance with NJAC 6A: 23A-18.1 et.seq. The audit determines the actual certified daily tuition rate which may be different from the initial tentative rate.

We are currently exploring additional funding sources to supplement our budgeted tuition revenue.

Continuity of Learning Plan Component 4

Ensuring the Delivery of Special Education and Related Services with Students with Disabilities is critically important during this time of stress for families, educators, and students.

- The school will continue to meet their obligations under the Federal Individuals with Disabilities Act (IDEA) and the New Jersey State special education regulations with students to the greatest extent possible. Additionally, related services identified in the IEP will be provided to our students.
- In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEP's that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic. ESY was held July 1- Aug 12, 2020.
- Establish procedures to address students who have physical or emotional impairments and may require additional accommodations or modifications.
- We are a school for students with disabilities. All components of the plan are individualized based on the student's IEP and their individual social, emotional and academics needs to the greatest extent possible.
- IEP team meetings will be scheduled with the sending district to determine the need for additional services to address learning loss.
- Evaluations will be scheduled by the sending district with the school.

Technology and Connectivity

- Plan ensures that each student has access to a device and internet connectivity.
- All students participating virtually without access to an electronic device will be provided a laptop. Families with no internet will be provided resources for connectivity access.
- Social workers and teachers will identify these students through our technology survey and daily communication.
- We have and will continue to accommodate all students to address the technology divide.
- Technology surveys will be distributed to every family prior to reopening.

Curriculum, Instruction, and Assessments

The following supports will continue to be in place regardless of the learning environment.

Curriculum

- Innovative learning will increase engagement and participation.
- Effective collaboration will occur with staff in partnership with families.
- Virtual and in person learning environments will be consistent with the student's current level of performance, results of standardized assessments, and benchmark assessments and the IEP.
- Prioritized learning scopes of sequence and pacing will be established.
- Daily meetings with class assigned paraprofessionals.
- Maintain communication with related service providers to monitor participation of our virtual learners.
- Establish and implement a class schedule to accommodate all learning models.
- In the event of another school closure, the school will continue to utilize the current online platforms for virtual learning.
- Curriculum Resources include but not limited to:
 - Houghton Mifflin Reading Digital
 - Houghton Mifflin Mathematics Digital
 - National Geographic and Pearson Science
 - TCI Interactive Social Studies
 - HealthSmart
 - IXL, Education.com, Raz Kids, SeeSaw
 - Wilson Reading Systems
 - Touch Math
 - Edmark
 - Learning without Tears (Keyboarding, Handwriting, HITT)

Instruction

- Continue to plan standards-based instruction and individualized instruction aligned with the student's IEP and goals and objectives.
- Provide a variety of learning opportunities based on assessments and data driven instruction.

- Provide students on virtual instruction the needed materials and resources.
- Recognize the impact of the home environment on learning.
- Project based learning and thematic delivery of instruction will be integrated into the schedule.

Assessment

- All students will be assessed at the opening of school in person or virtually.
- Formative and benchmark assessments will be administered to determine the strengths and readiness for instruction as it relates to any learning loss.
- Those needing a more intensive program will be identified and placed in our support program.
- Meetings will be scheduled to monitor and assess the progress of the IEP goals.
- Grading plans will reflect virtual learning and in person learning. Modified grading system will be considered if needed during the reopening setting.
- Social workers will assess the social and emotional needs of students and define any components that may interfere with the validity of the assessment.

Professional Learning

- Address the emotional impact on our staff and students through identified webinars and other media resources.
- Share instructional methods that maintain high levels of engagement.
- Develop a shared list of resources and links.
- Annual professional development plans may need to be modified.
- New staff orientation meetings will be scheduled at the start of the school year and throughout the year.
- Meetings will be held with staff to review all IEP and revisions.
- Annual evaluations may need to be modified to support the diverse learning models.

Disclaimer: This is a working document and will be revised as needed. This plan was submitted to the County and the State on the dates indicated and assumed acceptable unless we hear from you.

Respectfully submitted,

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