

## SEARCH Day Program Re-entry Plan

Revision Prepared for

September 2020-21 School Year

### **Reopening Planning**

The impact of the COVID-19 pandemic has required the SEARCH Day Program to redesign many aspects of the educational environment for the students we serve. The SEARCH Day Program community has been summoned to adapt to continually evolving circumstances in order to maintain continuity in learning and implement effective conditions for learning, health and safety. Our 2020-21 school reopening plans account for resuming in-person instruction and hybrid (both in-person and remote) learning, and we are also prepared to shift back to all virtual learning if circumstances and guidance changes during the school year.

SEARCH Day Program is a state-approved private school for students with disabilities (APSSD) with a student population of approximately 80 students. The SEARCH Day Program provides intensive and individualized instruction using applied behavior analysis and evidence-based practices for autism educational services. Our plans have been developed to meet the unique needs of our students while maintaining a safe and healthy environment. With over 29, 000 square feet of classroom, therapy room, and re-purposed space, social distancing and limiting the number of students in buildings and classrooms is practical based on a hybrid schedule (outlined below) that permits 70% of our students to attend in-person instruction each school day.

During this past Extended School Year (phase I), the faculty and students have been learning a significant amount about social distancing, enhanced sanitation practices, reducing transitions, reducing cross contamination, and the importance of face coverings. By first meeting the standards of the New Jersey COVID-19 Youth Summer Camp Standards in order to open the campus for in-person instruction this summer, the school community is prepared to resume campus instruction for the 2020-21 school year while implementing the anticipated minimum standards associated with the NJDOE's "The Road Back: Restart and Recovery Plan for Education" coupled with our specialized programs and supports for children with autism.

In preparation for phase II (September 2020), we have stayed in close contact with CDC, NJDOE, and local health department guidelines, collected information from our various stakeholders, such as the faculty, parents, and school districts, we have reviewed the use of all our campus facilities, and believe we have developed campus-wide policies, protocols and a plan for safely conducting school operations that are fully in accordance the Anticipated Minimum Standards detailed in the NJDOE's "The Road back: Restart and Recovery Plan for Education", and associated NJDOE guidance materials, such as the "Checklist for the Re-Opening of School 2020-21". Finally, Appendix A includes a list of the resources available and used when developing this plan; the SEARCH Day Program Health Office COVID-19 Return to School Plan is included as Appendix B to offer further details, and, Appendix C includes details of responsibilities of faculty members during remote instruction.

### **Hybrid School Schedule for the 2020-21 School Year**

In order to maintain social distancing practices and plan for as safe as possible school operations, the school day calendar will be arranged for each student to attend 4 days per week **in-person** with intermittent 3 days per week **in-person; when students are not receiving in-person instruction, remote instruction will be provided.** This type of hybrid schedule permits students to attend in-person instruction in-school either 3 or 4 days per week; and participate in remote instruction the remaining school days.

This schedule permits in-person instruction in some capacity and provides for at least 180 days in accordance with N.J.A.C. 6A:32-8.3; and permits for in-person instruction in some capacity for extended school year services (if required).

As per N.J.A.C. 6A:32-8.3 a school day shall consist of not less than 4 hours per day and shall be in accordance with the New Jersey Student Learning Standards. The school will operate on an early dismissal schedule (**8:45-1:15**). This type of school day schedule will permit all students to make regular and weekly contact with their teachers and will keep to a minimum the number of school days using remote instruction for students; will permit teachers sufficient time to plan and implement remote learning activities for students; permit for social distancing and enhanced sanitation practices on campus; permit teachers, therapists and all personnel work day time to support remote learning for students.

Remote instruction school days will plan for up to 4 ½ hours of standards-based instruction based on the students instructional, developmental, and emotional needs. Remote instruction will accommodate opportunities for both synchronous and asynchronous instruction based on student skills and the availability of support for learning in the home. To be scored present, students must participate in these activities to the greatest extent practicable. For students whose skills do not allow them to participate in remote instruction to this extent, we will work with them and their families to develop alternative instructional activities and gradually increase the duration of instruction they can tolerate.

Staff will continue to strengthen remote learning capabilities during remote instruction in this hybrid model. This includes ongoing assessment of teaching procedures, student performance, and identification of methods to increase family support for remote learning. Technology is incorporated into students' school day during in-person instruction, when appropriate, to further develop the skill set required for remote instruction.

All SEARCH Day Program students are eligible for **100% remote learning**. This policy is available on the SEARCH Day Program website and is implemented in accordance with the NJDOE guidelines. This policy was explained to parents at a virtual *Back-to-school* meeting in August.

Policy Excerpt:

August 3, 2020

Dear Parents(s),

As you may know, the New Jersey Department of Education has recently issued school reopening guidance that establishes that schools shall accommodate requests for fulltime remote learning beginning in September. Accordingly, all SEARCH Day Program students are

eligible for fulltime remote learning and eligibility is not conditioned on a family/guardian demonstrating a risk of illness or other selective criteria.

**Procedure for Submitting Fulltime Learning Requests:** If you are interested in your child participating in full-time remote learning beginning **September 1st**, please either email or telephone (see contact information below) the school principal or supervisor of education before **Wednesday, August 12th** to make a request.

**Scope and Expectations of Fulltime Learning:** For parents who choose a full remote learning option, the school will maintain access to standards-based instruction and continue to make the best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of related services to the greatest extent possible. Full-time remote learning must adhere to the length of school day requirements, local attendance policies, and any other local policies governing delivery of services to, and district expectations of, students participating in remote programs and their families. In order to fulfill responsibilities needed to address fulltime remote learning and abide by NJDOE guidance (Clarifying Expectations Regarding Fulltime Remote Learning Options for Families in 2020-2021, July 24, 2020); SEARCH Day Program will implement the following:

**The Transition from Fulltime Remote Learning to In-person Services:** Parents must notify the school principal or supervisor of education, via email at [mcarpino@searchdayprogram.com](mailto:mcarpino@searchdayprogram.com), or [levans@searchdayprogram.com](mailto:levans@searchdayprogram.com), or other written communication, when requesting to transition to in-person services. **30 days is 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 student's learning needs, inform sending school districts, prepare for transportation, and will support educators in ensuring continuity of instruction. In the event you choose to transition from fulltime remote learning to in-person services, the **30-day notice** may be necessary to make the arrangements needed to effectively serve students' in-person learning needs, coordinate student, teacher, and therapist schedules, prepare materials, inform sending school districts, transportation, etc., in preparation for fulltime remote learning.

**Contact Information:** For additional information regarding this policy, making arrangements, or for any other questions, please feel free to contact either Mike Carpino or Lori Evans. Mike Carpino, Principal, 732-531-0454 ext. 107 [mcarpino@searchdayprogram.com](mailto:mcarpino@searchdayprogram.com), Lori Evans, Supervisor of Special Education, 732-531-0454 ext. 116, [levans@searchdayprogram.com](mailto:levans@searchdayprogram.com).

### **Prepare for Shift to Entirely Remote Learning**

The school administrative team will continue to closely monitor NJ DOE, Health Department, and community public health guidance to determine if/when modifications to school schedules need to be implemented, such as transitions to all in-person instruction or to all remote learning. We will plan to maintain this schedule unless circumstances dictate otherwise, and will provide information to parents and school districts regarding at least one month in advance; unless directed otherwise by guidance. By implementing a hybrid schedule (in-person and

remote learning schedule) students, faculty and parents will maintain the capability of efficiently transitioning to an entirely remote model, if needed during the school year.

SEARCH Day Program is not a member of the NJSIAA.

### **VISITOR POLICY**

Visitors will need to be scheduled, in advance, with the school office. Prior to arrival into the school building, they will be required to submit to a COVID-19 screening, and temperature check, to be completed by the school nurse, or nurse's designee. Visitors will be advised to wear a face covering (unless doing so would inhibit the visitor's health, if the visitor is under two years of age, or the face covering is impractical due to a disability). All visitors will be kept to a minimum. Essential visitors, such as district personnel, medical, and police or fire emergency personnel will be screened for temperature and COVID symptoms checklist and abbreviated training by school nurse on COVID-19 protocols. Exemptions will be made for emergencies.

#### **Pandemic Response Team**

In preparation for campus reopening, in-person instruction, and to expedite and implement COVID-19 related decision-making, members of the school administration have established a Pandemic Response Team and have worked with the faculty, including classroom teachers, therapists, custodial staff, school nurse, school safety personnel, bus aides and BCBA's, and local health department to ensure implementation of the school's reopening plan. The 1:1 teacher assistants and paraprofessionals play a critical and essential role as part of the Pandemic Response Team in support all licensed professionals with on-campus and virtual learning throughout the entire school day. Members of the Pandemic Response team include, Kathy Solana, Executive Director; Michael Carpino, Principal; Lori Evans, Supervisor of Education; Viktoriya Orman, School Nurse; Robert Sanders, lead custodian and janitor. This team will oversee the implementation of the school's reopening plan, including health and safety measures. These protocols will be modified and updated, given the changing nature of the circumstances. The team will provide necessary communication, training, support and guidance on a daily and ongoing basis to all staff, families, school districts and the board of trustees.

#### **Digital Divide**

The school has sufficient number of internet-ready laptop computers, Chromebooks and iPads to maintain a nearly 1:1 student/computer ratio. There is a process in place for parents to borrow a device from the school. Based on the results of a Home Technology Survey conducted in March 2020, the school identified students and parents that would benefit from this program and distributed the technology as needed. Regular communication occurs with all families via emails, telephone contact, etc. to confirm that nothing has changed in regards to family and student technology needs. All laptops have web-filtering software installed by Paradigm Pioneers and parents were instructed that they be only used for educational purposes.

On an ongoing basis, as technology issues arise for students or parents, or faculty, each have been advised to contact the school principal or school supervisor for assistance in resolving their technology concerns. All efforts will be made to resolve technology issues efficiently, including

delivering devices, resolving software concerns, repairing school devices, and obtaining internet services. When necessary, the school administration will contact the student's sending school district and case manager to assist in resolving technology issue.

Contact Information regarding technology needs, please contact Mike Carpino, [mcarpino@searchdayprogram.com](mailto:mcarpino@searchdayprogram.com) or 732- 531- 0454 ext. 107, or Lori Evans, [levans@searchdayprogram.com](mailto:levans@searchdayprogram.com) or 732- 531-0454 ext. 116 or Steve Nuesch, [steve@ppihx.com](mailto:steve@ppihx.com) or Chris Porter at [Cporter@searchdayprogram.com](mailto:Cporter@searchdayprogram.com)

### **General Health and Safety-Critical Area of Operations #1**

For more information and details, please refer to Appendix 1.

#### **Face Coverings**

Staff have been provided face coverings; faculty advised a face covering is required to be worn on campus unless doing so would inhibit the individual's health. All staff will be required to wear a face covering throughout the day especially in common areas or when social distancing of 6 feet between individuals and/or assigned groups cannot be maintained.

All students will be encouraged to wear a face covering during the day or when social distancing of 6 feet between individuals and/or assigned groups cannot be maintained, except where doing so would inhibit that individual's health, the individual is in extreme heat outdoors, or the individual is in the water. Exemptions will be made for individuals under two years of age, and our students who require accommodations due to nature of disability, health or behavior.

#### **Reasonable Accommodations**

SEARCH Day Program will continue to support students with acute or chronic health conditions. Short-term absences will be handled on a case-by-case basis with the student and communication with their corresponding districts. Long-term absences will be evaluated if criteria is appropriate for medical leave or other potential medical accommodations and direct communication with district and family for all such accommodations.

If a staff member is immunocompromised, a doctor should be informed of their return to work and provide written recommendations regarding any necessary accommodations. SEARCH Day Program will consider accommodations for faculty as needed, as presented by them and their physician. However, because of the high-level of supports and interventions for the population of students with autism we serve, accommodations may not be always be possible.

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

All student desks have been re-arranged for allowing students to sit 6 feet apart; students will be seated in one direction, avoiding face-to-face arrangements. Additional instructional space has been made available through re-purposing a multi-purpose room, school store, therapy rooms and designated outdoor spaces in order to maintain social distancing standards. Where necessary, physical barriers are available to assist in social distancing modifications.

In classrooms, students and faculty are treated as groups/cohorts. Modifications have been made to the school day, student/classroom schedules, and school transitioning patterns to permit groups to stay together and reduce any co-mingling across groups of students/faculty. This includes recreational and recess areas and schedules.

Classroom and student schedules have been modified to reduce transitions outside of classroom, reduce intermingling with others; faculty have been trained to be aware of the need to avoid intermingling with others from outside their cohort. In addition, groups/cohorts will have separate assigned school building entrances/exits, separate use of microwaves, and bathroom stalls, etc. to reduce the potential for intermingling.

Faculty participated in a one-day in-service training on principles of social distancing (maintaining 6ft); use of cohorts and modified schedules to reduce comingling, COVID-related classroom sanitization practices, classroom ventilation practices etc. Faculty are reminded of these trainings and protocols in ongoing group and individual meetings.

### **Limited Shared Use of Objects**

Classrooms have been re-arranged to eliminate sharing of classroom supplies, such as toys, books, or other material reinforcers; materials for pre-vocational tasks; instructional locations and supplies have been separated in classrooms to reduce potential for cross contamination and increase social distancing practices.

### **Ventilation**

Ventilation filters have been routinely replaced. In buildings with recirculated air, the HVAC has a fresh air component.

Classroom and office windows and doors will be open minimum 2 times during each day for air circulation (unless there are medical concerns, such as asthma, or inclement weather present).

### **Sanitization Stations**

Alcohol-based Hand sanitizer dispensers and stations have been purchased and installed at various locations throughout buildings on campus; classrooms, near bathrooms and entrances, offices and therapy rooms.

### **Facilitate Student Handwashing**

Teachers, teacher assistants and 1:1 aides play a critical role in this area of student hygiene and safety. They are advising students to wash their hands at regular intervals, such as upon arrival, when transitioning in the classroom, when returning into the classroom, before eating and after using the bathroom, and after blowing their nose/coughing/sneezing. There is also signage encouraging handwashing at various locations on campus, such as bathrooms and lunch areas.

SEARCH Day Program has implemented enhanced cleaning and disinfection procedures using EPA approved disinfectants and following CDC guidance. Classroom checklists have been created and distributed to each classroom for implementation and documentation of high touch surface cleaning- such as desks, countertops, doorknobs, computer keyboards, hands-on learning items, faucet handles, phones and toys. In addition, enhanced cleaning and disinfecting checklists have been placed in

common areas, such as the two school playgrounds, three outdoor recreational areas, bathrooms, water-coolers handles, and printing areas. All checklists are collected and reviewed on a daily basis to ensure compliance.

### **Transportation-Critical Area of Operations #3**

SEARCH Day Program does not operate school transportation services for students. However, when planning with sending school districts, the SEARCH Day Program school administration has worked (and will continue to work) with case managers, school district transportation personnel, and Directors of Special Services to ensure that staggered busing arrival and departures facilitate social distancing practices; and that social distancing and face coverings are practiced while students are being transported, to the greatest extent possible. As necessary, our bus aides and school administration communicate with sending school districts to maintain compliance with COVID-19 practices. Additionally, the school has signage in drop-off and pick-up and personnel to ensure COVID-19 protocol compliance.

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

For more information and details, please refer to Appendix 1.

There are designated COVID-19 screening areas for faculty outside of the school buildings. All faculty, parents and students have been advised in writing that there is a series of daily COVID-19 screening questions and temperature check at the beginning of each school/work day. In addition, all faculty, parents and visitors have been advised that no one will be permitted into a school building without a COVID screening.

A. At the beginning of the school day, designated and trained faculty will screen staff for fever or signs of COVID-19 illness before being permitted to enter the facility at one of four designated entry points: HERSH Building FRONT Entrance, HERSH Building SIDE Entrance, IVY Building Entrance, and CLC Entrance.

B. As students arrive each morning, the students will be screened by designated and trained faculty, for fever or signs of COVID-19 illness before being permitted to enter the facility or participate in school programming. SEARCH Day Program has requested signed acknowledgement from parents that they will be assessing their children for signs/symptoms of COVID-19 each morning prior to bringing their children to the school bus.

C. Parents/caregivers/students and transportation personnel are expected to wear a face covering during arrival/dismissal, and screening procedures; and when interacting with the faculty, unless there are health reasons preventing such.

D. A daily health screening form has been developed to document and record when signs/symptoms are observed during screenings.

E. Any person with suspected COVID-19 symptoms will be immediately removed and isolated to a separate designated isolation space within that school building (these areas are separate and distinct from our school nurses office); then screened and assessed by the school nurse. The school nurse will follow current Communicable Disease Service guidance for illness reporting

<https://www.nj.gov/health/cd/>

F. Visitors- All visitors will be kept to a minimum. Essential visitors, such as district personnel, medical, and police or fire emergency personnel will be screened for temperature and COVID symptoms checklist and abbreviated training by school nurse on COVID-19 protocols. Exemptions will be made for emergency situations.

### **Physical Guides or Markings**

At the entrance to each school building, and at various locations along sidewalks and on campus, there is signage to help remind students, staff and visitors, to maintain social distancing practices, such as physical distancing (6ft), wearing face coverings, etc. In addition, floor markings have been installed in each school building to remind staff and students to walk (and maintain a flow) to the right in hallways. Student desks have been rearranged to accommodate all facing same direction and at least six feet of separation.

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

For more information and details, please refer to Appendix 1.

All staff will be required to wear a face covering throughout the day especially in common areas or when social distancing of 6 feet between individuals and/or assigned groups cannot be maintained, except where doing so would inhibit that individual's health.

All students will be encouraged to wear a face covering during the day or when social distancing of 6 feet between individuals and/or assigned groups cannot be maintained, except where doing so would inhibit that individual's health, the individual is in extreme heat outdoors, or the individual is in the water. Exemptions will be made for individuals under two years of age, and our students who require accommodations.

### **Policy and Procedures for Symptomatic Students and Staff**

All faculty have been instructed at various times to contact the school nurse directly and immediately with any sign of COVID-19 symptoms, contacts or concerns.

If diagnosed with COVID-19, with or without positive test and/or symptoms, please refer to CDC protocol and NJDOH home isolation for persons diagnosed with COVID-19 for return to school or work.

1. If tested positive, stay home and self-isolate
2. Individual must self-isolate until 24 hours have passed since a fever without the use of fever-reducing medications AND
3. Other symptoms are greatly improved AND
4. At least 10 days have passed since symptoms first started
5. OR, if no symptoms: stay home 10 days after an individual received positive test results
6. If tested for COVID-19, provide copy of test results to the school nurse

What if a student/staff has been in close contact with someone who has COVID-19?



Individuals have been in close contact with someone who has COVID-19 if:

1. They live with or care for someone with COVID-19.
2. They have been within 6 feet of someone with COVID-19 for more than 10 minutes.
3. They have been in direct contact with secretions from someone with COVID-19 (being coughed on, kissing, sharing utensils, etc.).

If notified to self-quarantine due to a close exposure to a COVID + case or person with symptoms, stay home and monitor symptoms for 14 days. Call the New Jersey Department of Health coronavirus hotline 1-800-962-1253 for specific guidance.

If an individual has not been in close contact with a person with COVID-19, they are considered to be low-risk for infection. They can continue to go to work and school but should monitor their health for 14 days.

Students/staff who are close contacts of someone with confirmed COVID-19 and do not have symptoms should:

1. Not go to work or school and avoid public places except to get medical care for 14 days.
2. Monitor their health for fever, cough and shortness of breath for 14 days after exposure.
3. Contact their healthcare provider to let them know they have been exposed if they are pregnant, have medical conditions, or are 60+ years old.

Students/Staff that have been exposed to someone with confirmed COVID-19 and have symptoms should:

1. Not go to work or school and avoid public places except to get medical care.
2. Self-quarantine for 14 days from the last date of exposure with the person
  - a. It may take 2-14 days for symptoms to develop
3. Wear a facemask when around other people or pets.
4. Separate themselves from people and pets in the home and avoid sharing household items.
5. Practice good hygiene habits: cover coughs and sneezes, wash hands often, clean all "high touch" surfaces daily.
6. Monitor symptoms and seek prompt medical attention if illness worsens. Call ahead before visiting your healthcare provider.

How long students/staff diagnosed with COVID-19 should be excluded from school/work?

After an individual is diagnosed, they will be asked to isolate themselves at home until 10 days after they first developed symptoms AND 24 hours after their fever has ended without the use of fever reducing medications and symptoms have significantly improved (whichever period is longer).

If SEARCH Day Program has direct cases of COVID-19, local health officials will help identify those individuals and we will collaborate to follow up on next steps. When needed, the school nurse or school administrator will call DOH 732-493-9520 for further guidance.

School administration and/or school nurse will immediately notify local health officials, staff, and families in the event that an individual who has spent time in the school tests positive for COVID-19.

### **Isolation of Symptomatic Individuals**

Any student or staff will be isolated and removed if symptoms are related to COVID-19. There is a designated separate area for isolation in each school building (Hersh Hall- re-purposed break room; Ivy Hedge-re-purposed nursing room; CLC-repurposed fitness center). Suspected symptomatic faculty and students will be directed (students escorted) to the separated COVID-19 isolation area on campus.

### **Methods to Assist in Contact Tracing**

The classroom faculty and students are assigned according to groupings/cohorts that will reduce contact with others from outside groups/cohorts to assist with contact tracing. The use of toilets, sinks, microwaves, school entrances and exits, have been separated. There are school schedules and individual classroom plans illustrating the use of all locations. The school nurse will conduct follow-up and surveillance with symptomatic persons and cases, as required in CDC, local health department, and NJ Department of Health guidance.

### **Readmittance Policies/When to Return**

All readmittance procedures will be coordinated between the school nurse, and when needed, NJDOH. If diagnosed with COVID19, with or without positive test and/or symptoms, please refer to CDC protocol and NJDOH home isolation for persons diagnosed with COVID-19 for return to school or work.

### **SYMPTOM-BASED STRATEGY**

Non severely immunocompromised individuals with mild to moderate illness should remain on isolation  $\geq 10$  DAYS have passed since symptoms first appeared (20 days for severe or critical illness or those who are severely immunocompromised) AND at least 24 hours have passed since resolution of fever, without use of fever-reducing medication AND improvement in symptoms.

### **TIME-BASED STRATEGY**

Asymptomatic persons should remain on isolation  $\geq 10$  DAYS have passed since the date of first positive COVID-19 viral diagnostic test (20 days for those who are severely immunocompromised) AND have remained asymptomatic (if symptoms appear during this time refer to above).

TEST-BASED STRATEGY: Generally not recommended.

Encourage parents to be alert for signs of illness

Using electronic emails, virtual community meetings, paper flyers, etc. the school administration and school nurse have communicated to parents COVID-19 safety measures including:

- Keeping children home when ill

- Proper hand hygiene and respiratory etiquette
- Importance of wearing face coverings
- Avoiding touching your face as much as possible
- Reporting illnesses and symptoms to the school nurse immediately

#### **Contact Tracing- Critical Area of Operations #6**

If SEARCH Day Program becomes aware that an individual who has spent time on SEARCH's campus tests positive for COVID-19, the school nurse or other contact tracing designee will immediately notify local health officials, appropriate staff, and impacted families of a confirmed case while maintaining confidentiality. If the local health department notifies SEARCH that an individual on campus has tested positive for COVID 19 they will be given a list of close contacts that the infected person may have spread the virus to. The local health department will then reach out to close contacts to recommend next steps such as self-quarantine and to provide critical education and support in risk mitigation strategies. The school nurse(s) or designee will serve as the liaison responsible for providing notifications and carrying out other components of this policy in a prompt and responsible manner. Methods to assist SEARCH Day Program and the Monmouth County Health Department in contact tracing will include maintaining accurate and current student schedules, tracking assigned staff in each classroom (including substitutes), monitoring of daily attendance records and will assist our local health department with the ongoing communication with the identified student or staff and by monitoring symptoms of close contacts on campus. SEARCH Day Program will be in ongoing contact with parents of close contacts (defined as being within 6 feet for more than 10 minutes, The Road Back 2020) and encourage parents to be on the alert for signs of symptoms related to COVID-19. Students and staff who have had close contact with an individual who has tested positive for COVID 19 and are experiencing symptoms of the disease should stay at home for 10-20 days depending on the severity of symptoms and have no cough or respiratory distress, be fever free for 24 hours without taking fever reducing medication, self-quarantine and contact their healthcare provider. Students and staff who have had close contact with an individual who has tested positive but have no symptoms should stay home and self-quarantine for 14 days as the incubation period for COVID 19 can last up to 14 days and notify their health care provider.

#### **Facilities Cleaning Practices-Critical Area of Operations #7**

Implementing enhanced cleaning and disinfection procedures using EPA approved disinfectants and following the CDC guidance

- A checklist was created and redistributed to each classroom for implementation and documentation of high-touch surface cleaning such as but not limited to desks, countertops, door knobs, computer keyboards, hands-on learning items, faucet handles, phones, and toys.
- A checklist was created and redistributed to cleaning team for cleaning and disinfecting common area such as the three recreational areas, bathrooms, water coolers handles, and printing areas.
- All playgrounds are disinfected right after a class leaves with a backpack spraying system using an EPA certified disinfectant, Neutral Q. The disinfecting solution is sprayed and left to dry for 10 minutes before the next class arrives.
- Faculty have been advised to clean and disinfect when students transition to new classroom, therapy room, and recreational locations; and before transitioning away from the instructional areas. All staff will then fill out the checklist and the cleaning team or the next class

knows that the room has been disinfected. Teacher assistants and 1:1 aides play a critical role in these area of daily student routines and programs.

- At the end of every evening, all areas have been cleaned thoroughly which then the cleaning team goes throughout all buildings with the disinfectant solution of Neutral Q. When all staff and students arrive the next morning, the entire building has been cleaned and disinfected.
- Pandemic Response Team members doing daily inspections to ensure that existing handwashing stations with soap, water, and minimum 60% alcohol-based hand sanitizers.

Teacher assistants and 1:1 aide receive specific training along with license professionals on cleaning and disinfecting and documentation. Our school also added a full-time janitor to assist with additional daytime day-to-day cleaning and disinfecting and deeper cleanings in the evenings.

### **Meals-Critical Area of Operations #8**

Student lunch routines have been modified. All students will eat separately in their classrooms at their individual desks (spaced at least 6ft part). There will be no communal dining; and there is no cafeteria on campus. Families and parents send in food with their children each school day. A supply of plastic flatware, paper plates, paper cups, etc. have been acquired to replace the need for non-disposable food service items. For lunch preparation, the use of microwaves have been separated by classroom cohorts, to minimize cross-contamination. Teachers and classroom aides will clean and disinfect eating surfaces following all snacks and lunches. All faculty have been advised to wash their hands with soap and water after handling used food service items or when removing their gloves. If a faculty member identifies a family or student for which food security is a challenge, we will contact and work with the sending school district to identify ways to address this challenge.

### **Recess/Physical Education-Critical Area of Operations #9**

Each classroom uses designated playgrounds and outdoor recreational spaces for students to practice IEP objectives, and participate in physical education classes. All outdoor activities are conducted in designated recreational areas on campus, and are assigned to classrooms using a cohort model to reduce potential for cohort intermingling. Fencing, cones, and signage are located at each recreational area to assist in maintaining social distancing between classes and students. Faculty and students have been advised to wash hands with soap and water (or use hand sanitizer) after using recreational spaces and before returning to the classroom. Following each physical education class, teacher assistants and 1:1 aides contribute to the enhanced cleaning protocol implemented by the physical education teacher. All playgrounds are disinfected by custodial staff right after a class exits with a backpack spraying system using an EPA certified disinfectant, Neutral Q. The disinfecting solution is sprayed and left to dry for 10 minutes before the next class is scheduled.

### **Field Trips, Extra-curricular Activities & Use of Facilities Outside of School Hours-Critical Area of Operations #10**

Until further notice, all off-campus activities such as Community Based Instruction (CBI) and Structured Learning Experiences (SLE) are canceled. We are using a variety of virtual platforms, and on-campus activities to fulfill these IEP and program requirements. CBI's and SLE's are being addressed through a variety of activities, such as virtual CBI's, virtual work trips, and employee interviews. Depending on the student profile, students may also participate in guided student research and career opportunities, on site or in-person, simulated pre-vocational activities and simulating interactive job interviews, gardening and pre-cooking activities, as well.

**Additional Information:** For further information regarding September 2020 school re-opening plans, please contact the Principal, Mike Carpino at [mcarpino@searchdayprogram.com](mailto:mcarpino@searchdayprogram.com). (732) 531-0454 ext. 107 and Kathy Solana, executive director at [ksolana@searchdayprogram.com](mailto:ksolana@searchdayprogram.com). (732) 531-0454 ext. 101

## APPENDIX A

### RESOURCES

1. New Jersey Department of Education: Checklist for Re-Opening of School 2020-2021. [https://www.nj.gov/education/reopening/DOE\\_HealthandSafety.pdf](https://www.nj.gov/education/reopening/DOE_HealthandSafety.pdf)
2. “The Road Back: Restart and Recovery Plan for Education”, New Jersey Department of Education. <https://www.nj.gov/education/reopening/NJDOETheRoadBack.pdf>
3. Centers for Disease Control and Prevention: Coronavirus Disease 2019 (COVID-19); Schools and Day Camps. <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/summer-camps.html>
4. National Institute for Excellence in Teaching: Planning Guide: Scenarios and Considerations for 2020-2021. <https://www.niet.org/assets/Resources/6cbcd57a72/school-year-planning-guide-2020-21.pdf>
5. New Jersey Department of Education: Guiding the Education Community through the Covid-19 Pandemic, <https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml>
6. Office of the Governor  
<https://nj.gov/governor/news/news/562020/approved/20200624a.shtml> and Executive Order No. 175.
7. New Jersey Department of Health: Covid-19 Public Health Recommendations for Local Health Departments for K-12 Schools: August 13, 2020.  
[https://www.state.nj.us/health/cd/documents/topics/NCOV/RecommendationsForLocalHealthDepts\\_K12Schools.pdf](https://www.state.nj.us/health/cd/documents/topics/NCOV/RecommendationsForLocalHealthDepts_K12Schools.pdf)
8. New Jersey of Department of Health: New Jersey COVID-19 Youth Summer Camp Standards.  
[https://nj.gov/health/ceohs/documents/phss/Youth\\_Day\\_Camps\\_Standards\\_COVID-19.pdf](https://nj.gov/health/ceohs/documents/phss/Youth_Day_Camps_Standards_COVID-19.pdf)

## APPENDIX B

### **SEARCH Day Program Health and Safety Plan**

Viktoriya Orman, MSN, RN-CSN-NJ

On August 13, 2020, Governor Phil Murphy signed Executive Order No. 175 (2020) ("EO 175"), which supersedes Executive Orders 104 (2020) and 107 (2020) 's requirement that all preschool, elementary and secondary public, private and parochial schools remain closed to students due to the COVID-19 public health emergency.

As the summer unfolds, and SEARCH was operating under the Summer Camp Guidelines, we updated our plans according to The New Jersey Department of Education ("DOE") [The Road Back: Restart & Recovery Plan for Education](#)

The purpose of this document is to outline SEARCH Day Program Health and Safety Return to School Plan for the 2020-2021 school year. These guidelines have been carefully considered to address and promote the safety, health, and welfare of our community.

#### **I. Staff training**

On June 16, 2020, staff training was conducted to address the basic principles of social distance, emergency first aid, infection control, hand washing practices, personal protective equipment (PPE), and COVID-19 symptoms. In July, mandatory training was conducted about Bloodborne pathogens.

During September 2020, as ongoing education, the faculty will be trained on handwashing methods promoted by the CDC training, social distance, updated symptoms of COVID-19, how to wear, wash and dry face coverings, and the importance of staying home while ill.

#### **II. Screening and Admittance**

- A. Designated and trained faculty will screen the staff for fever or signs of COVID-19 illness before being permitted to enter the facility at four entry points: HERSH Building FRONT Entrance, HERSH Building SIDE Entrance, IVY Building Entrance, and CLC Entrance.
- B. At the bus exit, the students will be screened by designated and trained faculty for fever or signs of COVID-19 illness before being permitted to enter the facility or participate in school programming.
- C. Parents/caregivers/students and transportation people have to wear face-covering during arrival/dismissal, and screening procedures (updated 7.30.20)
- D. Students and employees may be asked to leave or should not be admitted to SEARCH Day Program if they test positive for COVID-19 OR have a fever of 100.4° or greater upon entrance screening, OR exhibit one or more of the

symptoms of COVID-19, based on NJDOH and CDC guidance that is not otherwise explained.

These symptoms include:

- A fever of 100.4° F or greater
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle or body aches
- Headache
- Sore throat
- New loss of taste or smell
- Fatigue
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea (updated July 29, 2020).

For school settings, CDC recommends that students and staff with the following symptoms be promptly isolated from others and excluded from school:

- At least **two** of the following symptoms: fever (measure or subjective), chills, rigors (shivers), myalgia (muscle aches), headache, sore throat, nausea or vomiting, diarrhea, fatigue, congestion or runny nose; **OR**
- At least **one** of the following symptoms: cough, shortness of breath, difficulty breathing, new olfactory disorder, new taste disorder (NJDOH; CDC updated 9.3.20).

Daily health surveillance screening for students/staff will be documented when signs and symptoms of illness are observed. (See Appendix A)

Any students or staff will be removed and isolated if symptoms are related to COVID-19. The school nurse will follow current Communicable Disease Service guidance for illness reporting <https://www.nj.gov/health/cd/>

### **III. Face masks, Infection Control and Social distancing strategies**

#### **A. Face coverings**

All Staff will be required to wear a face-covering throughout the day, especially in common areas or when social distancing of 6 feet between individuals and/or assigned groups cannot be maintained.

Students are required to wear face coverings unless doing so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

Face coverings are not a substitute for social distancing.



Face coverings must be worn by staff, students, and visitors in all situations except as defined in [Executive Order 175](#):

- When doing so would inhibit the individual's health;
- When the individual is exposed to extreme heat outdoors;
- When the individual has trouble breathing, is unconscious, injured, or otherwise unable to remove a face covering without assistance;
- When a student's documented medical condition or disability, as reflected in an Individualized Education Program (IEP)
- When the individual is under two (2) years of age;
- When the individual is eating or drinking;
- When the individual is engaged in the high-intensity aerobic or anaerobic activity;
- When a student is participating in high-intensity physical activities during a physical education class in a well-ventilated location and able to maintain a physical distance of six feet from all other individuals;
- When a student, as part of music instructions is playing an instrument that would be obstructed by the face-covering; or
- When wearing face-covering creates an unsafe condition in which to operate equipment (updated 9.3.20).

### **B. Infection Control Strategies**

Search Day Program implements the following prevention and mitigation strategies to slow and limit COVID-19 exposure and spread:

1. During RSY 2020-2021, flexible schedule with no more than 70% of the students on campus and the rest is remote and early dismissal days (updated September 2, 2020)
  - i. Communicate and educate staff, parents, and students in COVID-19 safety measures, including:
    - Staying home when ill
    - Proper hand hygiene and respiratory etiquette
    - Wearing face coverings
    - Avoiding touching your face as much as possible
    - Reporting illnesses and symptoms to the school nurse immediately
  - ii. Allocate time for handwashing
  - iii. Hand sanitizer stations installed in the common areas such as hallways, front lobbies, at the classes entrances. Hand sanitizers are available for the faculty
  - iv. Implement enhanced cleaning and disinfection procedures using EPA approved disinfectants and following [CDC guidance](#)
    - Checklists created and redistributed to each classroom for implementation and documentation of high touch surface cleaning

- High touch surface cleaning such as desks, countertops, doorknobs, computer keyboards, hands-on learning items, faucet handles, phones and toys
  - Checklists created and redistributed to the cleaning team for cleaning and disinfecting common areas such as two playgrounds, three recreational areas, bathrooms, water-coolers handlers, and printing areas (updated 7.30.20).
  - Pandemic Response Team members are doing daily inspections to ensure that existing handwashing stations with soap, water, and minimum 60% alcohol-based hand sanitizers (updated 8/6/20).
- v. Discourage sharing of items that are difficult to clean, sanitize, or disinfect
- Classrooms have been re-arranged to eliminate the sharing of classroom supplies, such as toys, books, or other material reinforces; materials for pre-vocational tasks; instructional locations and supplies have been separated in classrooms to reduce the potential for cross-contamination.
- vi. Visitor Policy
- Visitors will need to be scheduled in advance with the school office
  - Before arrival into the school building, they will be required to submit to a COVID-19 screening and temperature check to be completed by the school nurse, or nurse's designee
  - Visitors will be advised to wear a face-covering (unless doing so would inhibit the visitor's health, the visitor is under two years of age, or the face covering is impractical due to a disability).
  - Where possible, meetings (such as parent-teacher conferences, IEP's, etc.) will be conducted using various internet platforms for teleconferencing
- vii. Ventilation
- Ventilation filters have been routinely changed
  - In buildings with recirculated air, the HVAC has a fresh air component
  - Windows and doors in the classrooms will be open a minimum 2 times during early day dismissal for air circulation

### **C. Social Distancing**

- Classrooms and desks have been re-arranged for allowing students to sit 6 ft apart
  - Students will be sitting in one direction, avoiding face-to-face arrangement
- Faculty and Students will utilize 3 assigned recreational outside areas for educational and recreational use with implementing social distance 6ft apart from each other at all times (updated 8.5.20).

## 1. Sick Day Guidelines (see Appendix B)

### a. Symptoms Requiring Absence

#### i. Infectious Disease Symptoms:

- Student reported or has been notified that they have been in close contact with a sick individual with COVID-like symptoms –OR- a positive COVID-19 case
- Fever or fever-like symptoms
  - Temperature 100.4 F or above, with or without the presence of fatigue/body aches/chills/rigors.
- Respiratory symptoms
  - Cough, congestion, runny nose, sore throat, shortness of breath not appeared to be related to allergies or asthma.
- Gastrointestinal symptoms
  - Diarrhea, vomiting, or severe nausea.
- New unexplained loss of taste or smell

#### ii. Other Conditions:

- Confirmed non-COVID viral infectious disease
  - Ex: influenza or rhinovirus
- Contagious infections requiring antibiotic treatment, the first 24 hours of various antibiotic treatments
  - Ex: Strep throat or pink eye
- Undiagnosed, new, and/or untreated skin rash or condition
- The doctor's note is requiring an individualized plan of care to stay home due to medical concerns.
- Out of state travel in the past 2 weeks
- Any active bleeding conditions or acute situations.

### b. When to Return

- i. If diagnosed with COVID19, with or without positive tests and/or symptoms, please refer to the [CDC protocol](#) and [NJDOH home isolation for persons diagnosed with COVID-19](#) for return to school or work.

### SYMPTOM-BASED STRATEGY:

Non severely immunocompromised individuals with mild to moderate illness should remain on isolation >10 DAYS have passed since symptoms first appeared (20 days for severe or critical illness or those who are severely immunocompromised) AND at least 24 hours have passed since the resolution of fever, without use of fever-reducing medication AND improvement in symptoms.

## TIME-BASED STRATEGY

Asymptomatic persons should remain on isolation >10 DAYS have passed since the date of first positive COVID-19 viral diagnostic test (20 days for those who are severely immunocompromised) AND have remained asymptomatic (if symptoms appear during this time refer to above).

TEST-BASED STRATEGY: Generally not recommended (Updated 9.2.20).

1. If tested positive: stay home and self-isolate
  2. Individual must self-isolate until 24 hours have passed since a fever without the use of fever-reducing medications **AND**
  3. Other symptoms are greatly improved **AND**
  4. At least 10 days have passed since symptoms first started
  5. **OR**, if no symptoms: stay home 10 days after an individual received positive test results
  6. If tested for COVID-19, provide copy of test results to the school nurse
- ii. What if a student/staff has been in close contact with someone who has COVID-19?
- Individuals have been in close contact with someone who has COVID-19 if:
    1. They live with or care for someone with COVID-19.
    2. They have been within 6 feet of someone with COVID-19 for more than 10 minutes.
    3. They have been in direct contact with secretions from someone with COVID-19 (being coughed on, kissing, sharing utensils, etc.).
  - If notified to self-quarantine due to close exposure to a COVID + case or person with symptoms, stay home and monitor symptoms for 14 days. Call the New Jersey Department of Health coronavirus hotline **1-800-962-1253** for specific guidance.
    - If an individual has not been in close contact with a person with COVID-19, they are considered to be low-risk for infection. They can continue to go to work and school but should monitor their health for 14 days.
- iii. Students/Staff who are close contacts of someone with confirmed COVID-19 and do not have symptoms should:

1. Not go to work or school and avoid public places except to get medical care for 14 days.
  2. Monitor their health for fever, cough and shortness of breath for 14 days after exposure.
  3. Contact their healthcare provider to let them know they have been exposed if they are pregnant, have medical conditions, or are 60+ years old.
- iv. Students/Staff that have been exposed to someone with confirmed COVID-19 and have symptoms should:
1. Not go to work or school and avoid public places except to get medical care.
  2. Self-quarantine for 14 days from the last date of exposure with the person
    - a. It may take 2-14 days for symptoms to develop
  3. Wear a facemask when around other people or pets.
  4. Separate themselves from people and pets in the home and avoid sharing household items.
  5. Practice good hygiene habits: cover coughs and sneezes, wash hands often, clean all "high touch" surfaces daily.
  6. Monitor symptoms and seek prompt medical attention if illness worsens. Call ahead before visiting your healthcare provider.

c. School Support

- i. Students, faculty, and staff have been informed to stay home if they are sick. If an individual presents to school with those mentioned above "Sick Day Guidelines" symptoms, they will need to go home until clearance criteria for school return are met.

ii. *Academic*

1. SEARCH Day Program will continue to support students with acute or chronic health conditions. Short-term absences will be handled on a case-by-case basis with the student in touch with their corresponding Districts. Long-term absences will be evaluated if criteria are appropriate for medical leave or other potential medical accommodations.

iii. *When to Visit Health Office*

1. Student may independently ambulate to office with staff for a variety of individualized needs, so long as **none** of the following symptoms are present:

- a. Confusion/"doesn't seem to be themselves"/disorientation
  - b. Decreased level of consciousness
  - c. Shortness of Breath/Respiratory Distress
  - d. Seizure
  - e. Dizziness/Lightheadedness
  - f. Spinal Cord Injury/Head Injury complaining of neck pain - DO NOT MOVE POSITION
  - g. Vision impairment
  - h. Diabetic "Lows"
  - i. Hemodynamic compromise (active bleeding)
  - j. Individualized triage judgment call of faculty/staff or based off reported condition as directed by school nurse
2. Students need to stay in place for in-person evaluation by nurse if any of the criteria mentioned above are met or per faculty best judgment.
- a. If it is an emergency, 911 should NEVER be delayed. Activate EMS and delegate as appropriate.
  - b. School nurse and administration should be notified immediately.

**2. Non-pharmacological Intervention (NPI) Recommendations for Communicable Disease**

- a. Individual
  - i. Avoid close contact with people who are sick.
  - ii. Stay home when you are sick.
  - iii. Cover your cough or sneeze into your elbow or a tissue, then throw the tissue in the trash. Follow with hand hygiene.
  - iv. Avoid touching your eyes, nose, and mouth. If you do, wash your hands afterward.
  - v. Wash often hands with soap and water (20 seconds).
  - vi. If you don't have soap, use hand sanitizer (60–95% alcohol-based).

- vii. Clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe.
- viii. Ensure that all vaccines are up to date of self and household members.
- ix. Promote non-contact methods of greeting

b. Community

- i. Promote up-to-date vaccinations, including the flu vaccine, following New Jersey State law.
- ii. Plan interventions proactively for communicable disease outbreaks.
- iii. Social distancing measures when there is a communicable disease outbreak.
  - 1. In a multidisciplinary approach, evaluate ways to decrease community congestion. i.e., classes outside when appropriate
  - 2. Evaluate the need for closures in conjunction with Executive Director, Principal, DOH and DOE, and CDC (below):

- The Centers for Disease Control and Prevention:  
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html>
- New Jersey Department of Health:  
<https://www.nj.gov/health/cd/topics/schoolhealth.shtml>
- New Jersey Department of Education:  
<https://www.nj.gov/education/>

c. Environmental

- i. High touch surface cleaning such as desks, countertops, doorknobs, computer keyboards, hands-on learning items, faucet handles, phones and toys
- ii. Routine environmental cleaning
- iii. Signage throughout campus encouraging frequent handwashing
- iv. Hand sanitizer dispensing units at each building entrance and classrooms
- v. Limit food-sharing activities

- vi. Increase ventilation - keep windows open when possible

### 3. Isolation and Personal Protective Equipment (PPE) Standards in the Health Office

- a. Appropriate PPE must be utilized in conjunction with universal precautions and proper hand hygiene.
  - i. Hand hygiene is required before and after each office encounter and after each intervention.
    - 1. Soap and water scrubbing for 20 seconds is the preferred method. Hand sanitizer with at least 60% alcohol is also acceptable
    - 2. Soap and water handwashing must be used in the case of gross soiling.
- b. Non-Respiratory Condition
  - i. *GI*
    - 1. Consider the use of gowns, mask/facial shield, protective eyewear and shoe covers in the case of active or impending emesis.
    - 2. Move students to separate isolation area in the case of active emesis.
  - ii. *Integumentary*
    - 1. Standard precautions, evaluate the need for escalation of PPE dependent on clinical picture. i.e. draining wounds, potential exposure to blood borne pathogens.
  - iii. *Miscellaneous*
    - 1. Use clinical judgment to evaluate the risk of exposure and implement appropriate PPE.
- c. Respiratory Condition and Afebrile
  - i. *Upper Respiratory Complaint*
    - 1. Carefully consider mask use during assessment to prevent droplet transmission during close contact.
      - a. If lung sounds auscultated clear, secretions are clear or absent, and cough is intermittent or absent in nature teach students proper respiratory hygiene



etiquette. Evaluate clinical picture if appropriate to remain in school.

- b. If the lungs sounds auscultated other than clear and/or secretions are yellow or green, and the cough is persistent - use mask and face shield and refer student out for further evaluation. Move the student to isolation room.

d. Respiratory Condition and Febrile

- i. Per the CDC and NASN, "The use of facemasks for persons with respiratory symptoms and fever over 100.4 is recommended if available and tolerated by the person and developmentally appropriate."

- 1. Dependent on the clinical picture, consider use of protective eyewear, facial shield, gown, and shoe covers if assessing within close proximity and risk of droplet transmission.
- 2. If a mask is not tolerated by the student, health office staff should use proper personal protective equipment.

- ii. Isolate students in separate areas.

- 1. Isolation room located in HERSH Building, IVY Building, and the school store
- 2. While in isolation area, the student will be with a nurse or staff member all the times
  - a. Anyone on entering isolation room in care of symptomatic individual must don PPE
  - b. Order: Wash hands (and/or hand sanitizer) - gown - face mask - face shield-gloves
  - c. PPE will be placed in clear plastic drawers directly outside of the room.
  - d. Hand sanitizer will be available both inside and outside the room
  - e. Dirty PPE will be disposed of in the closed lid trash bin
  - f. After symptomatic individual leaves, staff will remove PPE and wash hands using doffing technique

- g. ➤ Take off gloves, then gown, wash hands(or hand sanitizer); take off face shield, face mask, then wash hands; apply new face covering
  - h. Air conditioning unit pulls air in from outside, allowing for proper air circulation.
  - i. Door and windows in isolation room remain closed (updated September 1, 2020).
- iii. Must be sent home and follow up with a medical provider with a clearance note if longer than 3 days before returning to school.
- 1. Have parent/guardian call NJDOH hotline [1-800-962-1253](tel:1-800-962-1253) for guidance regarding presenting symptoms if testing for COVID-19 is warranted.
  - 2. Encourage tele-visits and telephone calls first to prevent potential community transmission of infectious disease if stable and clinically appropriate referral at time of assessment.
- iv. If SEARCH Day Program has direct cases of COVID-19, local health officials will help identify those individuals and we will collaborate to follow up on next steps.
- v. Call local DOH [732-493-9520](tel:732-493-9520) for further guidance.
- e. Febrile with/without Acute or Comorbid Condition
- i. Send home until "Return to School" guidelines met.
  - ii. Educate parents on recognizing warning signs about when to consult a higher level of care.

#### **4. Communicable Disease Monitoring**

##### **a. Internal**

- i. Collaborate with Office personnel, to record symptoms or transfer phone call to the Health Office when students are called in for sick days.
  - 1. Health Office to record this in the student's health record.
  - 2. RN will monitor community illness for communicable disease trends.

- ii. If 10% of the student population, whether it is across a division or entire student population, calls out sick for similar symptoms it must be reported to the DOH.
    - 1. This also applies to faculty/staff illness absences.
  - iii. See the above guidelines under "Respiratory Condition and Febrile" for COVID-19 monitoring. If a case is positive in our school, this is a reportable condition (Although likely reported by healthcare provider first, call local/state DOH [732-493-9520](tel:732-493-9520)/[609-392-2020](tel:609-392-2020) for guidance.)
- b. External
- i. Refer to above "Community NPI Recommendations"
  - ii. Maintain ongoing monitoring of local, national, and global health trends.
  - iii. Continue to follow up-to-date communications from the NJDOH, CDC, Office of the Governor, and DOE regarding community-specific infectious disease concerns, planning, and interventions
- c. Considerations for Closure of School
- i. Correspond with DOH, DOE and CDC guidelines regarding interventions when considering school closure and guidance.
  - ii. School closures and school dismissals are two recommended strategies to limit transmission within the community.
  - iii. Ensure communication with parents of medications in school about retrieval, storage, or destruction options. Chart communications in daily logs.
  - iv. Coordinate with administration and scenario planning group for community support and guidance. This may include updating available hotlines, websites, local food shelters, daycare options, and more.
    - 1. Various disciplines in the scenario planning group will ensure proper action and interventions within their departments.
  - v. Travelers returning from countries with level 3 travel advisories (<https://www.cdc.gov/coronavirus/2019-ncov/travelers/index.html>) or the States with high community transmission will undergo various levels of quarantine and

monitoring to ensure they have not contracted the virus and do not pose a public health risk.

1. SEARCH will offer alternate instruction while a student is quarantined if tolerated by the student
2. The faculty required to be tested and provide a copy of test results to school nurse prior resuming work
3. Monitoring their symptoms for 14 days after returning from the state with high community transmission.

#### **IV. SEARCH Situation-Specific Protocols**

##### **A. Physical Intervention and Restraint Protocols:**

*Physical Restraint and COVID-19: These guidelines are to be used in conjunction with New Jersey regulations and local procedures.*

The faculty should be mindful that seeing staff putting on protective equipment or being approached by staff wearing protective equipment can create anxiety in students. Use a student-centered approach and offer reassurance throughout interactions.

##### **• Limiting Risk of Infection Prior to a Physical Restraint**

- Plastic protective gowns that can be easily ripped or torn are not advised as they may become a hazard.
- Ensure staff are wearing disposable gloves, disposable masks, face shields, and long sleeves to the maximum extent possible.
- Only staff required for safely restraining a student should be involved; school nurse or/and administrator should monitor and address protective equipment needs for those staff who are involved in the restraint in the event that protective equipment needs to be altered or adjusted.
- Team involving in direct contact should switch every 10 minutes to prevent close contact exposure

##### **• Limiting Risk of Infection During a Physical Restraint**

- Keep hands clear of eyes, mouth, and nose of self and others.
- First responders should be relieved as soon as possible if not wearing appropriate protective equipment.
- Given the risk of COVID-19, it is even more important than usual to try to avoid long and extended restraints.

##### **• Limiting Risk of Infection After a Physical Restraint**

- Remove and dispose of and/or clean protective equipment immediately in the manner that you were trained.
- Avoid touching your face and limit contact with hard surfaces before immediately washing hands.
- To minimize exposure, it is recommended that staff have a change of clothes available in cases where their clothes become contaminated.
- Staff shall wash their neck, hands, and anywhere touched by a child's secretions

- Once all health and safety issues have been addressed, follow debriefing and reporting procedures for the restraint.

### **B. Toileting Protocols:**

- Staff must change students' and their clothing when soiled with secretions or body fluids. Students' soiled clothing must be bagged and sent home sealed in a plastic container or bag.
- Toileting and diapering areas must be cleaned and disinfected after each use.
  - **Note:** Cleaning and disinfecting are two separate tasks:
    - **Clean:** To physically remove dirt, debris, and sticky film by washing, wiping, and rinsing.
    - **Disinfect:** To kill nearly all of the germs on a hard, non-porous surface with a recommended chemical to remove bacteria.
- Disinfect when students are not in the area. Surfaces should be dry by the time students use the area.
- Toileting/diaper procedures (including extra COVID-19 steps) must be posted in the bathroom changing area.
- In June 2020, the staff was trained on [proper removal of gloves, gowns, facial masks, and other protective equipment](#) and handwashing before donning and after removing equipment to reduce contamination.
- To ensure the student's safety, make the change more efficient, and reduce opportunities for contamination, assemble all necessary supplies before bringing the student to the changing area.
- To reduce contamination, wash the student's hands after the toileting/diaper change.

## Appendix A

### SEARCH Daily Health Screening Log

Date: \_\_\_\_\_ Completed by: \_\_\_\_\_

<b>Temp 100.4 or greater/yes response contact the school nurse</b>  <b>Y= Yes</b> <b>N= No</b> <b>A= Absent</b>	Teacher	Student #1	Student #2	Student #3									
Temperature													
Do you feel sick or fatigue today?													
Is anyone at your house sick today?													
Do you have a cough?													
Are you having difficulty breathing?													
Do you have chills?													
Do you have body/muscle aches?													
Do you have a sore throat?													
Can you taste/smell?													
Have you vomited or had diarrhea today?													
Do you have headache?													

Do you have congestion or runny nose?													
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**Appendix B**

Dear Parent or Guardian,  
 Your student has met criteria for our sick day policy. We ask that you please keep the school nurse informed of illness-related absences and/or COVID-19 diagnosis or exposure, and contact the Health Office for any questions at 732-531-0454 EXT.109.

*Symptoms and conditions requiring absence from campus:*

<b>Infectious Disease Symptoms</b>	<b>Other Conditions:</b>
<ul style="list-style-type: none"> <li>• <u>Fever or fever-like symptoms</u> <ul style="list-style-type: none"> <li>○ Temperature equal or above 100.4 F or with or without the presentation of fatigue/body aches/chills/rigors.</li> </ul> </li> <li>• <u>Respiratory symptoms</u> <ul style="list-style-type: none"> <li>○ Cough, congestion, runny nose, sore throat, shortness of breath not appeared to be related to allergies or asthma.</li> </ul> </li> <li>• <u>Gastrointestinal symptoms</u> <ul style="list-style-type: none"> <li>○ Diarrhea, vomiting, or severe nausea.</li> </ul> </li> <li>• <u>New unexplained loss of taste or smell</u></li> <li>• <u>Student reported or has been notified that they have been in close contact with a sick individual with COVID-like symptoms – OR- a positive COVID-19 case</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Confirmed non-COVID viral infectious disease</u> <ul style="list-style-type: none"> <li>○ Ex: influenza or rhinovirus</li> </ul> </li> <li>• <u>Contagious infections requiring antibiotic treatment</u> <ul style="list-style-type: none"> <li>○ Ex: Strep throat or pink eye</li> </ul> </li> <li>• <u>Undiagnosed, new, and/or untreated skin rash or condition</u></li> <li>• <u>Doctor's note requiring an individualized plan of care to stay home due to medical concerns.</u></li> <li>• <u>Out of state travel in the past 2 weeks</u></li> <li>• <u>Any active bleeding conditions or acute situations.</u></li> </ul>

*Procedure for Return to School*

<b>Infectious Disease Symptoms</b>	<b>Other Conditions:</b>
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<ul style="list-style-type: none"> <li>• If <u>presenting</u> with symptoms, please test student for COVID-19 and/or provide doctor's note for other treatment-specific guidelines. If you choose <b>not</b> to test student, student must stay home for 10 days minimum and return when symptom-free and 24 hours fever free</li> <li>• If notified to self-quarantine due to a <u>close exposure to a COVID + case or person with symptoms</u>, stay home and monitor symptoms for 14 days. Call the New Jersey Department of Health coronavirus hotline <b>1-800-962-1253</b> for specific guidance.</li> <li>• If <u>NEGATIVE</u> for COVID-19, please remain home for 24 hours symptom-free without the use of medication. Please reconsider testing if symptoms worsen.</li> <li>• If <u>POSITIVE</u> for COVID-19, student must stay home for 10 days minimum and symptoms improved and 24 hours free of fever and fever reducing medication</li> </ul>	<ul style="list-style-type: none"> <li>• If confirmed that student has non-COVID viral illness please provide a negative COVID test result and/or a doctor's note to confirm other diagnosis. Student may return once 72 hours symptom-free without the use of medication.</li> <li>• After the first 24 hours of various antibiotic treatments for contagious infections (i.e. strep throat, pink eye, etc.)</li> <li>• Doctor's note requiring an individualized plan of care to stay home due to medical concerns as specified.</li> <li>• 2-week quarantine ends without illness after out-of-state travel</li> </ul>
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**800-962-1253** New Jersey Department of Health (NJDOH) Coronavirus Hotline

<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> CDC Symptom checker

### **Interim CPR Guidelines (American Heart Association)**

1. Make sure the scene is safe
2. Call 911
3. Limit personnel in area or scene of resuscitation
4. Provide CPR with compressions and breaths (if rescuer is willing and able) otherwise perform Hands-Only CPR
5. Follow standard precautions. Use a face mask or covering of the mouth and nose of the rescuer and/or victim to reduce the risk of transmission of COVID-
6. Use AED as indicated when it arrives.
7. Continue CPR until EMS arrives

### **American Heart Association COVID-19 Guidance**


Given the ongoing threat of exposure to COVID-19, with many communities under shelter in place orders to minimize the spread of the disease, the AHA is extending AHA Instructor and Provider Course Completion Cards for 120 days beyond their recommended renewal date,







beginning with cards that expire in March 2020.

## COVID-19 and Adult CPR

If an adult's heart stops and you're worried that they may have COVID-19, you can still help by performing Hands-Only CPR.




American Heart Association.





<p><b>Step 1</b></p>  <p>Phone 9-1-1 and get an AED.</p>	<p><b>Step 2</b></p>  <p>Cover your own mouth and nose with a face mask or cloth.</p>	<p><b>Step 3</b></p>  <p>Perform Hands-Only CPR. Push hard and fast on the center of the chest at a rate of 100 to 120 compressions per minute.</p>	<p><b>Step 4</b></p>  <p>Use an AED as soon as it is available.</p>
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## COVID-19 and Child and Infant CPR

If a child or an infant's heart stops and you're worried that they may have COVID-19, you can still help.



American Heart Association.

<p><b>Step 1</b></p> <p>Make sure the scene is safe.</p> <p>Check to see if the child or infant is awake and breathing normally.</p> 	<p><b>Step 3</b></p> <p>Provide CPR with compressions and breaths (if you're willing and able).</p> <div style="margin-bottom: 10px;"> <p>■ <b>Start child CPR</b></p> <p>Push on the middle of the chest 30 times at a depth of 2 inches with 1 or 2 hands. Provide 30 compressions and then 2 breaths. Repeat cycles.</p>  </div> <div> <p>■ <b>Start infant CPR</b></p> <p>Push on the middle of the chest 30 times at a depth of 1½ inches with 2 fingers. Provide 30 compressions and then 2 breaths. Repeat cycles.</p>  </div> <p>Use the AED as soon as it arrives. Continue CPR until EMS arrives.</p> <p style="font-size: small; text-align: right;">KJ-1424 4/20 © 2020 American Heart Association</p>
<p><b>Step 2</b></p> <p>Shout for help.</p> <p>If you're alone, phone 9-1-1 from a cell phone, perform CPR with 30 compressions and then 2 breaths (if you're willing and able) for 5 cycles, and get an AED.</p> <p>If help is available, phone 9-1-1. Send someone to get an AED while you start CPR.</p> 	

# Figures

1. Figure A: [Guide to Donning and Doffing PPE](#)

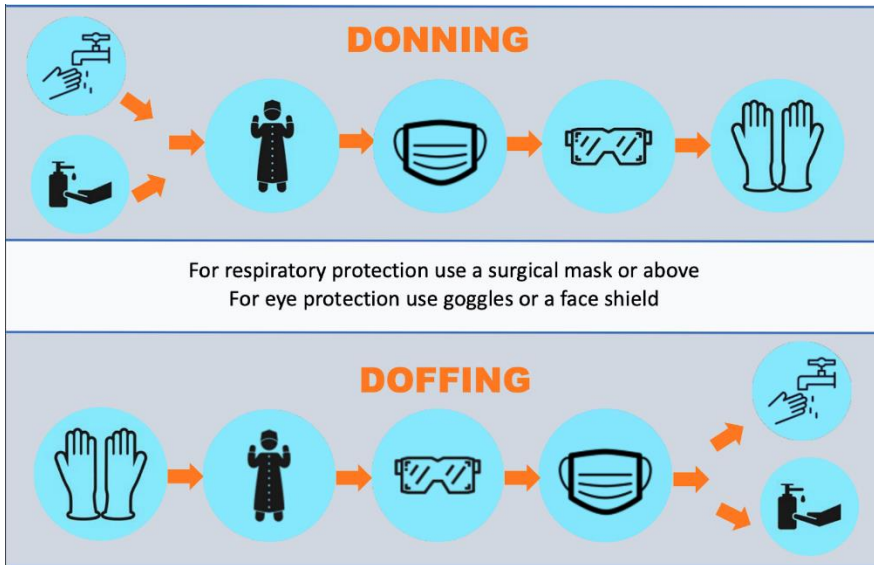


Figure B: [CDC COVID-19 PPE](#)

## COVID-19 Personal Protective Equipment (PPE) for Healthcare Personnel

Preferred PPE – Use N95 or Higher Respirator	Acceptable Alternative PPE – Use Facemask
<p>Face shield or goggles</p> <p>N95 or higher respirator When respirators are not available, use the best available alternative, like a facemask.</p> <p>One pair of clean, non-sterile gloves</p> <p>Isolation gown</p>	<p>Face shield or goggles</p> <p>Facemask N95 or higher respirators are preferred but facemasks are an acceptable alternative.</p> <p>One pair of clean, non-sterile gloves</p> <p>Isolation gown</p>
	<p><a href="https://cdc.gov/COVID19">cdc.gov/COVID19</a></p>

3. Figure C. [CDC How to Manage Your COVID Symptoms at Home](#)

## 10 things you can do to manage your COVID-19 symptoms at home

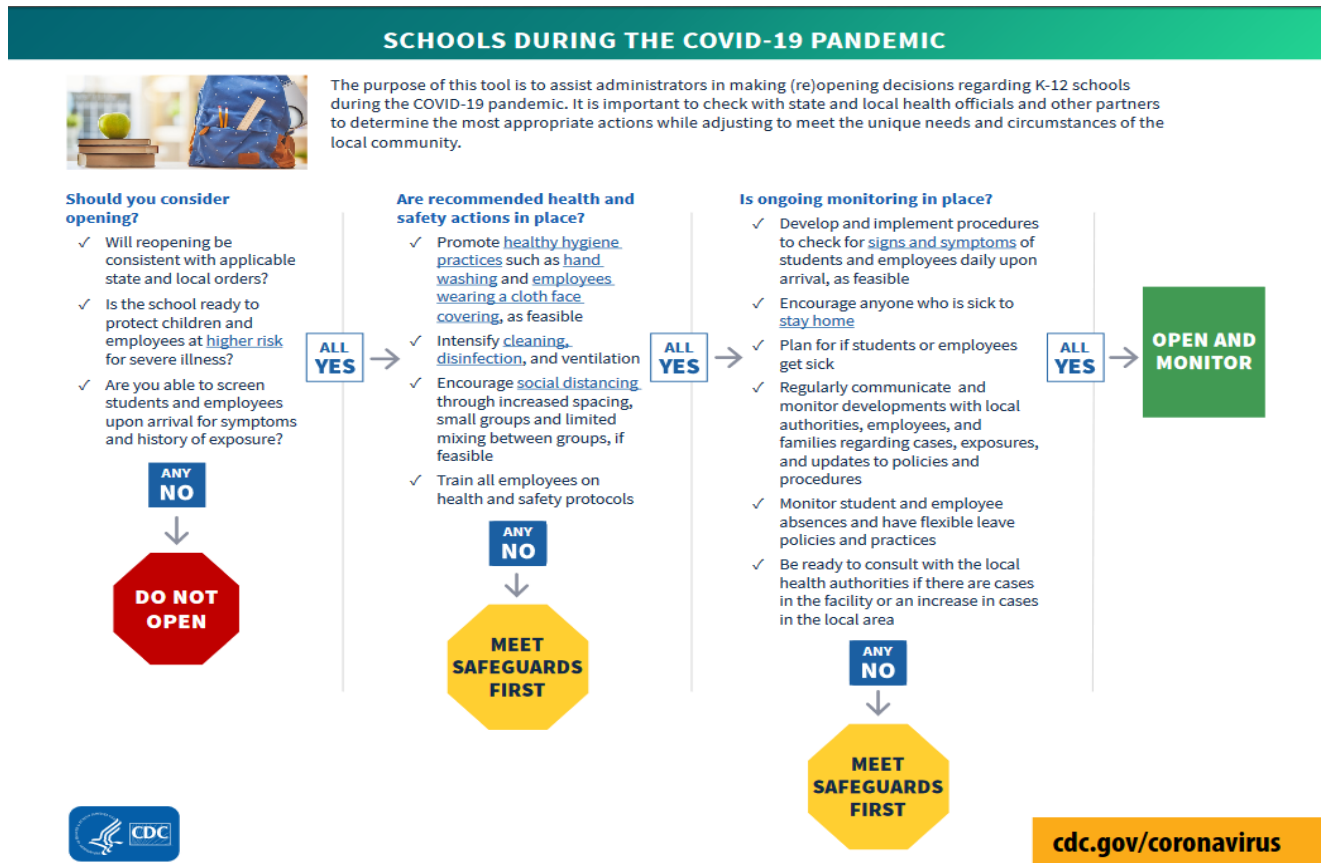
**If you have possible or confirmed COVID-19:**

- 1. Stay home** from work and school. And stay away from other public places. If you must go out, avoid using any kind of public transportation, ride-sharing, or taxis. 
- 2. Monitor your symptoms** carefully. If your symptoms get worse, call your healthcare provider immediately. 
- 3. Get rest and stay hydrated.** 
- 4. If you have a medical appointment, call the healthcare provider** ahead of time and tell them that you have or may have COVID-19. 
- 5. For medical emergencies, call 911 and notify the dispatch personnel** that you have or may have COVID-19. 
- 6. Cover your cough and sneeze.** 
- 7. Wash your hands often** with soap and water for at least 30 seconds or clean your hands with an alcohol-based hand sanitizer that contains at least 60% alcohol. 
- 8. As much as possible, stay in a specific room and away from other people** in your home. Also, you should use a separate bathroom, if available. If you need to be around other people in or outside of the home, wear a facemask. 
- 9. Avoid sharing personal items** with other people in your households, like dishes, towels, and bedding. 
- 10. Clean all surfaces** that are touched often, like counters, table tops, and doorknobs. Use household cleaning sprays or wipes according to the label instructions. 

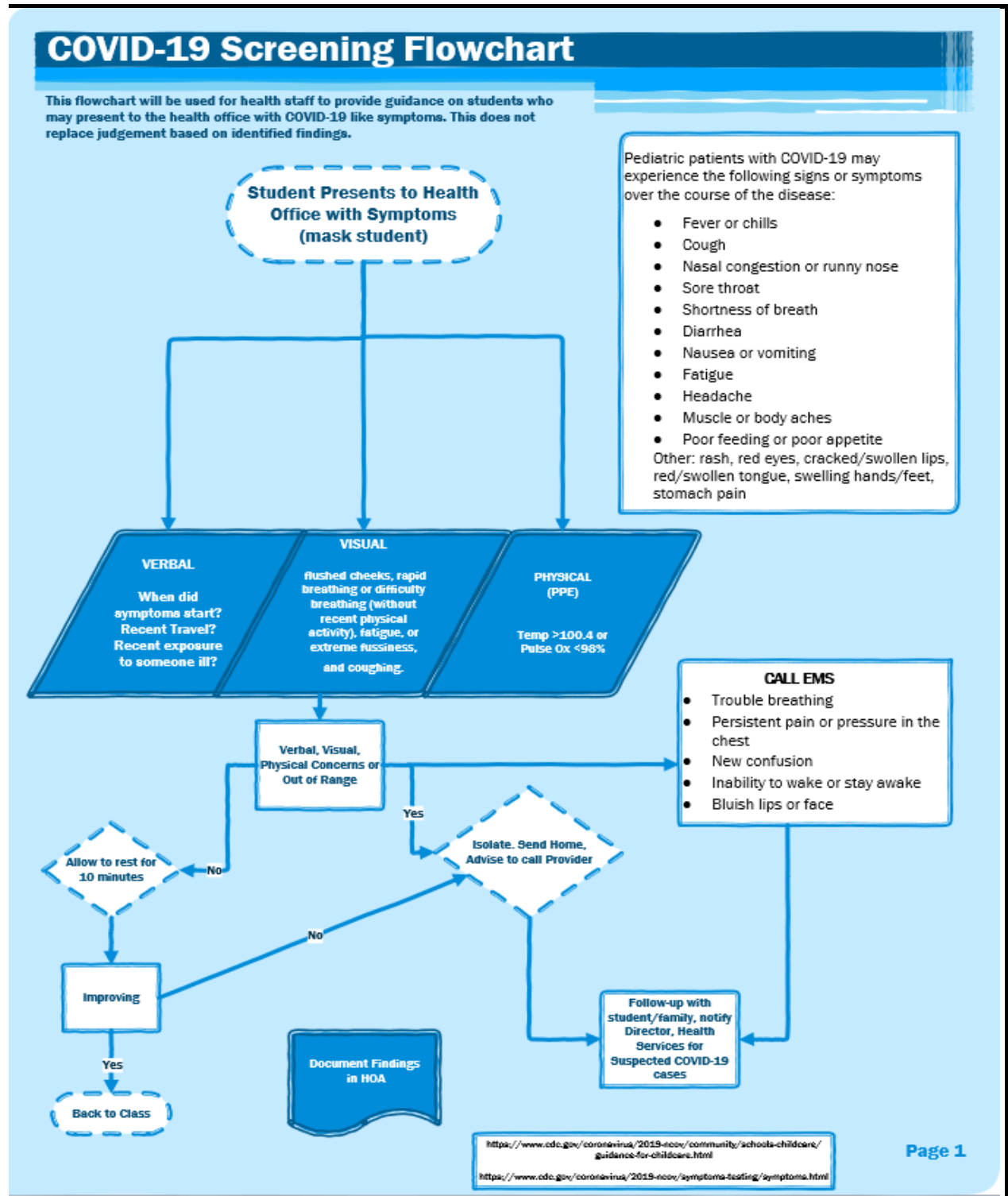


[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

4. Figure D. CDC Re-Opening Tool for Schools During the COVID-19 (May 2020)

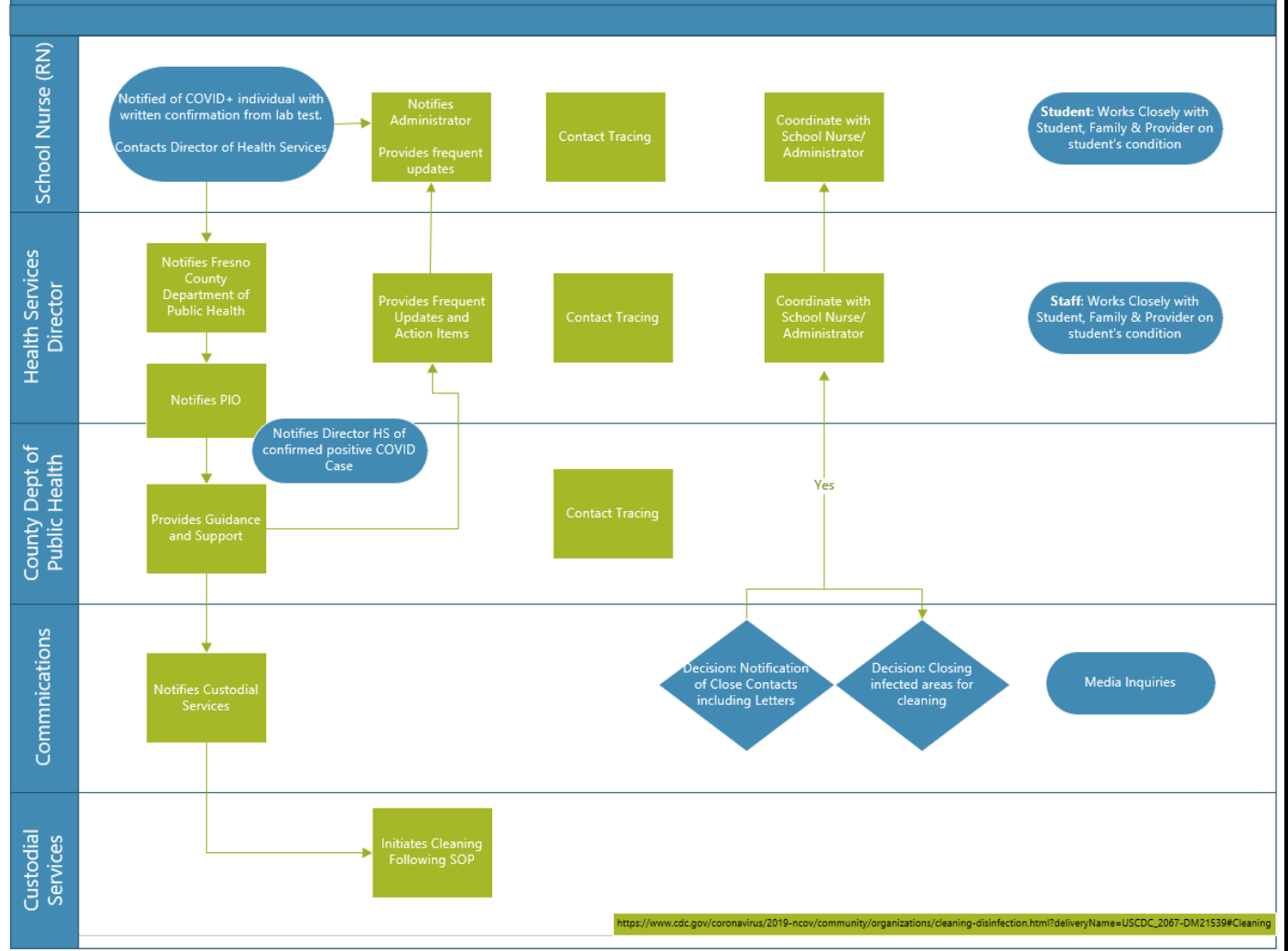


5. Figures D & E: CDC Coronavirus School Decision Tree <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Schools-Decision-Tree.pdf>





# Confirmed with COVID-19 Process



[https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html?deliveryName=USCDC\\_2067-DM21539#Cleaning](https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html?deliveryName=USCDC_2067-DM21539#Cleaning)

**Figure E : [For Parents: Multisystem Inflammatory Syndrome in Children \(MIS-C\) associated with COVID-19](#)**

### What we know about MIS-C

[Multisystem inflammatory syndrome in children \(MIS-C\)](#) is a condition where different body parts can become inflamed, including the heart, lungs, kidneys, brain, skin, eyes, or gastrointestinal organs. We do not yet know what causes MIS-C. However, we know that many children with MIS-C had the virus that causes [COVID-19](#), or had been around someone with COVID-19. MIS-C can be serious, even deadly, but most children who were diagnosed with this condition have gotten better with medical care.

## What to do if you think your child is sick with MIS-C

**Contact your child's doctor, nurse, or clinic right away** if your child is showing **symptoms of MIS-C**:

- Fever
- Abdominal pain
- Vomiting
- Diarrhea
- Neck pain
- Rash
- Bloodshot eyes
- Feeling extra tired

Be aware that not all children will have all the same symptoms.

**Seek emergency care right away** if your child is showing any of these **emergency warning signs of MIS-C** or other concerning signs:

- Trouble breathing
- Pain or pressure in the chest that does not go away
- New confusion
- Inability to wake or stay awake
- Bluish lips or face
- Severe abdominal pain

## Appendix C - Self Screening Tools

<https://self.covid19.nj.gov/>

## Appendix D - Sample Student Symptom Checkers

*Sample Student Symptom Checker #1*

Student Name: \_\_\_\_\_ Site Location: \_\_\_\_\_ Date: \_\_\_\_\_ Event: \_\_\_\_\_

**Instructions:** Under order of the Public Health Officer, students must undergo a symptom check prior to coming to school or participating in an event. Please check your symptoms at home. Please select Y=Yes and N=No and record on the sheet. If you answer **YES** to any of the below questions, under order of the Public Health Officer you must stay home until 14 days after your last exposure or at least 10 days have passed since symptoms first appeared.

Please record your temperature here_____. If your temperature is more than 100.4F, you may not participate.	No	Yes
Have you been exposed to someone with COVID-19 in the past 14 days?		
Do you feel ill?		
Do you have:		
<ul style="list-style-type: none"> <li>· Cough</li> <li>· Shortness of breath or difficulty breathing</li> <li>· Chills</li> <li>· Fatigue</li> <li>· Muscle or body aches</li> <li>· Congestion or runny nose</li> <li>· Sore throat</li> <li>· Headache</li> <li>· New loss of taste or smell</li> <li>· Nausea</li> <li>· Vomiting (unidentified cause, unrelated to anxiety or eating)</li> <li>· Diarrhea</li> </ul>		

I, \_\_\_\_\_ the parent of the above named student, attest that the answers above are accurate to the best of my knowledge. I confirm that the above named student has not been exposed to anyone with COVID-19 in the past 14 days.

PrintedNameofParent: \_\_\_\_\_

Signature of Parent: \_\_\_\_\_

Date: \_\_\_\_\_

Current Phone Number: \_\_\_\_\_



*Sample Student Symptom Checker #2*

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_

School Site: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

Student complaint (Include duration, precipitating factors):

\_\_\_\_\_

Student Health Problem(s) (as noted in School Health System or as stated by student/parent):

\_\_\_\_\_

Student Medication Orders (indicate either on file in the health office or at home):

\_\_\_\_\_

Has the student been around someone with COVID-19 in the past 10 days?

Student Vitals: Temperature: \_\_\_\_\_ O2: \_\_\_\_\_ HR: \_\_\_\_\_  
Respiration: \_\_\_\_\_ BP: \_\_\_\_\_

Symptoms (Mark all observed):

- Non-productive cough
- Shortness of breath (circle all that apply)
  - gasping, grunting, wheezing, rapid, slow, shallow, nasal flaring, thoracic contracture
- Fever (above 100.4F)
  - Chills, shivering
- Skin (circle all that apply) pink, pale, white, dry, sweating, red, swollen, rash
- Headache
  - location, pain rating (1-5),
- Sore Throat, redness, white spots, enlarged tonsils
- New loss of smell or taste
- Gastrointestinal symptoms

Add a section for Authorized Health Care Provider to evaluate and clear student to return to the school environment.

*(Included in Footer School Nurse Called, Parent Contacted, Documented)*

## Resources

- a. American Academy of Pediatrics [2019 Novel Coronavirus \(COVID-19\)](#) webpage regarding how to prevent transmission, how to care for infected individuals, activities when school and day care are closed, how to speak to kids about the virus.
- b. CDC Algorithm and Flowchart for School Closure Considerations: <https://www.cdc.gov/coronavirus/2019-ncov/downloads/considerations-for-school-closure.pdf>
- c. Centers for Disease Control and Prevention, (2020). Interim Guidance for Administrators of US K-12 Schools and Childcare Programs. Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID-19), <https://www.cdc.gov/coronavirus/2019-ncov/community/schoolschildcare/guidance-for-schools.html>  
Handwashing and Hand Sanitizer Use at Home, at Play, and Out and About, <https://www.cdc.gov/handwashing/pdf/hand-sanitizer-factsheet.pdf>
- d. Centers for Disease Control and Prevention, Coronavirus Disease 2019 (COVID-19) <https://www.cdc.gov/coronavirus/2019-ncov/about/transmission.html>.
- e. Mayo Clinic Guidance on non-COVID19 Fevers: <https://www.mayoclinic.org/diseases-conditions/fever/symptoms-causes/syc-20352759>
- f. NASN Care of Ill Students/Staff in School Setting in Response to COVID-19: [https://higherlogicdownload.s3.amazonaws.com/NASN/3870c72d-fff9-4ed7-833f-215de278d256/UploadedImages/PDFs/03182020\\_NASN\\_Considerations\\_for\\_School\\_Nurses\\_Regarding\\_Care\\_of\\_Students\\_and\\_Staff\\_that\\_Become\\_Ill\\_at\\_School\\_or\\_Arrive\\_Sick.pdf](https://higherlogicdownload.s3.amazonaws.com/NASN/3870c72d-fff9-4ed7-833f-215de278d256/UploadedImages/PDFs/03182020_NASN_Considerations_for_School_Nurses_Regarding_Care_of_Students_and_Staff_that_Become_Ill_at_School_or_Arrive_Sick.pdf)
- g. NASN letter to school principals and superintendents: [https://higherlogicdownload.s3.amazonaws.com/NASN/3870c72d-fff9-4ed7-833f-215de278d256/UploadedImages/PDFs/02282020\\_NASN\\_Coronavirus\\_19\\_Guidance\\_for\\_School\\_Principals\\_and\\_Superintendents.pdf](https://higherlogicdownload.s3.amazonaws.com/NASN/3870c72d-fff9-4ed7-833f-215de278d256/UploadedImages/PDFs/02282020_NASN_Coronavirus_19_Guidance_for_School_Principals_and_Superintendents.pdf)
- h. [New Jersey COVID-19 Information Hub \(2020\). Self-symptoms checker.](#) Retrieved from <https://self.covid19.nj.gov/>
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- l. New Jersey Department of Health. School Health  
<https://www.nj.gov/health/cd/topics/schoolhealth.shtml>
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- n. [NJ Department of Health \(June, 2020\). Youth Camps.](https://www.nj.gov/health/ceohs/sanitation-safety/youthcamps.shtml)  
<https://www.nj.gov/health/ceohs/sanitation-safety/youthcamps.shtml>
- o. [NJ Department of Health \(June, 2020\). New Jersey COVID-19 Youth Summer Camp Standards.](https://www.state.nj.us/health/cd/documents/topics/NCOV/COVID_Youth_Day_Camps_Standards.pdf)  
[https://www.state.nj.us/health/cd/documents/topics/NCOV/COVID\\_Youth\\_Day\\_Camps\\_Standards.pdf](https://www.state.nj.us/health/cd/documents/topics/NCOV/COVID_Youth_Day_Camps_Standards.pdf)
- p. Readiness and Emergency Management for Schools  
[https://rems.ed.gov/Resources\\_Hazards\\_Threats\\_Biological\\_Hazards.aspx](https://rems.ed.gov/Resources_Hazards_Threats_Biological_Hazards.aspx)
- q. Return to Work/School after COVID19 diagnosis with/without test an/or symptoms: <https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html>
- r. Social Distancing:  
<https://www.washingtonpost.com/graphics/2020/world/coronasimulator>
- s. World Health Organization rolling updates on COVID-19  
<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/events-as-they-happen>

## Appendix C

## **Instructional Roles and Responsibilities for Virtual and Remote Instruction**

### **Certified Teachers**

Certified Teachers will prepare remote and virtual lessons and activities for a variety of skills related to language arts, mathematics, daily living, 21st Century Living, and other learning goals and objectives in individual student IEP's using email and various internet-based platforms such as Google Classroom, IXL Learning, etc. The student's individual IEP will be the basis of all activities, including the modifications and accommodations within the IEP.

When possible, teachers will send home supplemental information regarding how to teach various skills using internet-based websites, PDF copies of handouts, or videos available on internet, such as You Tube.

Teachers will provide guidance regarding modifications/accommodations provided in accordance with IEP's in documentation, or in consultations during the designated hours of 9am and 3pm each school day, and evening hours as requested.

Teachers will develop group lessons based on individual IEP objectives, and use internet-based teleconferencing, paraprofessional and specific student assigned 1:1 aides to assist in the delivery of instruction.

Using the IEP as the basis of instruction, teachers and specific student assigned 1:1 aides will meet the needs of individual students. Instructional formats will vary according to the modifications and accommodations included in student IEP's, such as small group vs individual lessons.

Teachers will work remotely with specific student assigned 1:1 aides whom will support student remote instruction by contributing materials, preparing and developing materials, and participating in remote classroom team meetings under the supervision of the classroom teacher.

Teachers will develop, prepare and provide instruction and individual lessons based on IEP objectives using internet-based teleconferencing, such as Zoom, where appropriate.

Parent communication is critical for determining appropriate instructional formats (Zoom, email, paper/pencil packets, etc.) and scheduling to meet the needs of students during virtual instruction.

Assignments sent home via email and distributed on a daily and weekly basis.

Classroom teachers will make email, internet teleconferencing, or another form of contact with students and parents each school day, unless otherwise arranged with parents.

Teachers will maintain individual student contact logs to record parent contacts, form of parent contact (email, internet video meeting, etc.), remote activities completed, and other notes.

Teachers will continue to participate in remote Professional Learning Communities during remote instruction in order to maintain peer-to-peer communication, share remote learning experiences, develop and share remote curriculum ideas, etc.

Teachers will communicate with school administration, related service providers, school nurse, paraprofessionals and case managers, wherever necessary, to ensure students are supported in accessing and implementation their IEP goals and objectives. If IEP modifications are required, teachers will make recommendations, and case managers will be notified of the need for IEP modifications.

Teachers will participate in remote mandatory and supplemental learning activities arranged by the school nurse, addressing such topics as managing diabetes in the school setting, managing asthma and allergies, childhood obesity, child stress and trauma, and managing and reducing virus spread in the classroom and school setting, etc.

### **Specific student assigned 1:1 aides**

Individual specific student assigned 1:1 aides will work with the special education teacher to support their assigned student address individualized IEP goals and objectives with the differentiation necessary to effectively implement the students IEP as written.

Using the individual student's IEP as the basis for all teaching, the special education teacher and specific student assigned 1:1 aide will plan the accommodations, modifications and supports for individual IEP goals and objectives.

To the greatest extent possible, the Special Education teachers will plan with the specific student assigned 1:1 aide to implement remote IEP accommodations and modifications that reflect classroom accommodations and modifications.

Using intimate knowledge of individual student needs, the specific student assigned 1:1 aide may assist the classroom teacher in formulating specific accommodations, modifications and supports necessary to permit the student to successfully participate in virtual learning and practice the IEP goal and objectives.

Individual specific student assigned 1:1 aides will provide behavior interventions, as indicated in individual Positive Behavior Support Plans, and/or according to student IEP Strategies and Supports, such as delivering positive reinforcement according to specified schedules, providing redirection, etc.

Individual specific student assigned 1:1 aides will be available to support students by answering questions, clarifying information, and offering additional instructional practice, when appropriate.

Individual specific student assigned 1:1 aides will collect student data on IEP goals and objectives and student behavior data, as directed by the teacher.

Individual specific student assigned 1:1 aides will assist the teacher with daily and weekly email communication with parent(s); or participate in telephone conferencing or video conferencing with parents, under the direction of the teacher.

Individual specific student assigned 1:1 aides will assist the teacher during virtual group instruction by providing their assigned student with prompts and reinforcement throughout the lesson as stated in the IEP and/or PBSP. The prompting and reinforcement strategies are guided by the teacher or BCBA and discussed prior to the lesson. The team may discuss the group lesson afterward to analyze the data. As a result, a decision will be made at that time if anything needs to be changed or developed.

Individual specific student assigned 1:1 aides will assist the related service providers during virtual group instruction by providing their assigned student with prompts and reinforcement throughout the lesson as stated in the IEP and/or PBSP. The prompting and reinforcement strategies are guided by the therapist or BCBA and discussed prior to the lesson. The team may discuss the group lesson afterward to analyze the data. As a result, a decision will be made at that time if anything needs to be changed or developed.

Individual specific student assigned 1:1 aides will participate in Behavior Analysis and other related training as directed by the school administration, when not participating in activities related to their individual student assignments.

Individual specific student assigned 1:1 aides will maintain a remote learning log to record their activities duties during the remote workday, such as associated student and classroom activities, RBT training activities, and professional development activities coordinated by the school nurse. This log will be submitted to lead behavior analyst weekly.

### **Teacher aides**

Teacher aides will work with the special education teacher to plan and implement the supports necessary to effectively address specific individualized IEP Goals and Objectives.

Teachers will work remotely with teacher assistants whom will support student remote instruction by contributing materials, developing materials, and participating in remote classroom team meetings under the supervision of the classroom teacher.

Using the individual student's IEP as the basis for all remote teaching, the special education teacher and teacher aides will plan the accommodations, modifications and supports for individual IEP goals and objectives.

To the greatest extents possible, the special education teachers will plan with the teacher assistants to implement remote IEP accommodations and modifications that reflect classroom accommodations and modifications.

Using their more familiar knowledge of individual student needs, the teacher aides may assist the classroom teacher in formulating specific accommodations, modifications and supports necessary to permit the students to successfully participate in virtual learning and practice the IEP goals and objectives.

Teacher aides will provide behavior interventions, as indicated in individual Positive Behavior Support Plans, and/or according to student IEP Strategies and Supports, such as delivering positive reinforcement according to specified schedules, providing redirection, etc.

Teacher aides will be available to support students by answering questions, clarifying information, and offering additional instructional practice, when appropriate.

Teacher aides will collect student data on IEP goals and objectives, as directed by the teacher.

Teacher aides will assist the teacher with daily and weekly email communication with parent(s); or participate in telephone conferencing or video conferencing with parents, under the direction of the teacher.

Teacher aides will participate in Behavior Analysis and other related training as directed by the school administration, when not participating in activities related to their individual student assignments.

Teacher aides will maintain a remote learning log to record their activities duties during the remote workday, such as associated student and classroom activities, RBT training activities, and professional development activities coordinated by the school nurse. This log will be submitted to lead behavior analyst weekly.

### **Related Services (Occupational Therapy, Speech Therapy)**

Based on recent NJDOE guidance, related services will be provided during remote instruction; tele-therapy will continue to play an important role in the remote instruction of IEP goals and objectives.

Related service providers will collaborate with teachers, school administrators, other related service providers and paraprofessionals to ensure the accommodations, modifications and supports necessary to effectively implement individual students IEP is maintained during remote instruction.

Related services will develop, prepare and provide instruction, using individual and group formats, according to frequency and duration indicated in individual student IEP's.

Related services will address IEP goals and objectives using internet-based teleconferencing; and use emails and telephone contacts to coordinate times with parents, where appropriate.

When necessary, related service providers will coordinate with parents designated times to provide individual and group IEP instruction, then develop, prepare and provide lessons and activities using paraprofessionals and specific student assigned 1:1 aides to support students, as appropriate.

Related service providers will maintain individual and group student contact logs (including SEMI information) to record student and parent contacts, form of student/parent contact (email, internet video meeting, etc.), remote activities completed, and other notes.

Related service providers will continue to participate in remote Professional Learning Communities during remote instruction in order to maintain peer-to-peer communication, share remote learning experiences, develop and share remote curriculum ideas, etc.

Related service providers will communicate with school administration, other related service providers, school nurse, paraprofessionals and case managers, wherever necessary, to ensure students are supported in accessing and implementing their IEP goals and objectives. If IEP modifications are required, related service providers will make recommendations, and case managers will be notified of the need for IEP modifications.

### **Physical Education**

Physical Education will continue to play an important role in the remote instruction of IEP goals and objectives.

The physical education teacher will collaborate with teachers, school administrators, other related service providers and paraprofessionals to ensure the accommodations, modifications and supports necessary to effectively implement individual students IEP related to physical education is maintained during remote instruction.

The physical education teacher will develop, prepare and provide instruction, using individual and group formats, according to frequency and duration indicated in individual student IEP's.

The physical education teacher will address IEP goals and objectives using internet-based teleconferencing; and use emails and telephone contacts to coordinate times with parents, where appropriate.

The physical education teacher will develop, prepare and provide lessons and activities using paraprofessionals and specific student assigned 1:1 aides to support students, as appropriate.

The physical education teacher will ensure paraprofessionals and specific student assigned 1:1 aides are trained to monitor students in various areas, such as record student attendance and

performance data, and providing student assistance, prompting and feedback, as appropriate for remote instruction.

The physical education teacher will maintain individual and group student contact logs to record student and parent contacts, form of student/parent contact (email, internet video meeting, etc.), remote activities completed, and other notes.

The physical education teacher will continue to participate in remote Professional Learning Communities during remote instruction in order to maintain peer-to-peer communication, share remote learning experiences, develop and share remote curriculum ideas, etc.

The physical education teacher will communicate with school administration, other related service providers, school nurse, paraprofessionals and case managers, wherever necessary, to ensure students are supported in accessing and implementing their IEP goals and objectives. If IEP modifications are required, related service providers will make recommendations, and case managers will be notified of the need for IEP modifications.

### **Behavior Analysts**

SEARCH Day Program Behavior Department is participating in individual and direct consultations with parents and caregivers remotely using email and internet video (zoom), as needed. They are using email to provide regular “check-in” with parent approximately 1 x per week. The behavior analysts are maintaining a log of their contacts, discussion points and date(s) of contact.

SEARCH Day Program Behavior Department is coordinating with classroom teachers to support professional development activities for teacher assistants and specific student assigned 1:1 aides to supplement their classroom and student responsibilities during remote instruction.

When not completing duties related to individual students and classroom assignments, teacher assistants and specific student assigned 1:1 aides will participate in remote Registered Behavior Technician (RBT) training modules developed by Autism Partnership Foundation. This will consist of 40 hours of remote internet-based instruction, and the addition of supplemental remote learning activities developed by the SEARCH Day Program Behavior Department that will be packaged and available in google classroom.

Behavior Analysts will maintain individual student contact logs to record parent contacts, form of parent contact (email, internet video meeting, etc.), remote activities completed, and other notes.

Behavior Analysts will continue to participate in remote Professional Learning Communities during remote instruction in order to maintain peer-to-peer communication, share remote learning experiences, develop and share remote curriculum ideas, etc.

Consultation and phone conference for instruction when necessary can be scheduled with teachers, related service providers and behavior analysts.

### **School Principal and Supervisor**



The building level administrators will continue to provide the essential school supervision and leadership functions to assure students and instructional faculty are participating in all the ongoing instructional opportunities being provided.

The building level administrators will continually review daily staff and student interactions via email notifications between 8am and 4pm.

The building level administrators will communicate with families via emails, telephone contacts, Zoom teleconferencing, as needed.

The building level administrators will respond to parent inquiries, emails, and any correspondence in supporting the education, behavioral and social/emotional aspects of all students.

The building level administrators will review scope of work and responsibilities for all instructional faculty; and identify additional remote curriculum and instructional resources to continually improve instructional operations.

The building level administrators will continue to conduct faculty meeting to address school-wide issues and smaller group, classroom level or department meetings, as needed.

The building level administrators will continue to work on addressing student scheduling, classroom transitions and student placements effective for the 2020-2021 school year.

The building level administrators will monitor teacher lessons, student participation in remote learning, and scheduling to identify any deficiencies, and develop a plan of action.

The building level administrators will continue to implement annual supervision and evaluations for certified faculty.

The building level administrators will continue to conduct school supply and equipment orders to ensure all student instructional needs are fulfilled for 2020-2021 school year.