



**MONMOUTH-OCEAN EDUCATIONAL SERVICES COMMISSION
RESTART AND REOPENING PLAN
2020 - 2021**

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The Road Back Restart and Recovery Plan
MONMOUTH-OCEAN EDUCATIONAL SERVICES COMMISSION (MOESC)

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INTRODUCTION

On June 26, 2020, the New Jersey Department of Education (NJDOE) published “The Road Back – Restart and Recovery Plan for Education” (NJDOE Guidance), a Guidance document to assist New Jersey school districts to develop, in collaboration with community stakeholders, a Restart and Recovery Plan (Plan) to reopen schools in September 2020 that best fits the school district's local needs.

MOESC's Restart and Recovery Plan (Plan) has been developed to be consistent with the requirements in the NJDOE Guidance with consideration to the school district's local needs in order to ensure school(s) in the district reopen safely and are prepared to accommodate students' unique needs during this unprecedented time.

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

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

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

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

“school officials” which would be the Superintendent of Schools or a designee of the Superintendent of Schools.

The NJDOE Guidance requires a Board Policy to address several elements outlined in the NJDOE Guidance. The Board of Education will adopt Board Policy 1648 – Restart and Recovery Plan that includes the policies required in the NJDOE Guidance.

This Plan is aligned with the requirements outlined in the NJDOE Guidance. The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by Executive Order of the Governor of New Jersey and are subject to change.

Please note: MOESC operates one school, the Regional Achievement Academy, a public out-of-district placement for students in grades 6-12 who need an alternative setting due to emotional, behavioral, social challenges or issues related to substance abuse. In addition, MOESC contracts approximately 30 certificated teaching staff who are members of the NJEA to provide Chapter 192/193 and I.D.E.A. instruction in non-public schools throughout the state. The Commission also contracts approximately 130-150 paraprofessionals in public schools, working as both full-time or part-time instructional aides or bus aides. Finally, MOESC contracts transportation services for approximately 12,000 students annually for special education, vocational, temporary/homeless, regular education and non-public transportation.

This plan will address all major areas impacted by the NJDOE guidance. Unless noted specifically in the plan, MOESC will work in partnership with the districts and schools at which MOESC staff are placed to ensure that the individual district or school’s reopening plan meets all minimum standards outlined in the NJDOE’s Restart and Recovery Plan. We will ensure communication to all staff members of the specific details of the assigned district/school’s plan and that all staff are following necessary guidelines, procedures, and policies.

The Plan presents MOESC’s plan related to four key subject areas, that will be addressed in this order:

1. Leadership and Planning
2. Policy and Funding
3. Conditions for Learning
4. Continuity of Learning

LEADERSHIP and PLANNING

***Establish a restart committee**

The district has established a restart committee. Members include:

- The Superintendent
- The Director of Special Services
- The Chief Information Officer
- The Human Resources Manager
- District Supervisors and other Administrators
- The Supervisor of B&G Maintenance
- Building Principal
- Union President
- Teacher Representatives
- Therapists/Counselors
- CPI Instructors
- Due to the nature of enrollment with MOESC, a parent representative could not be secured as enrollment is not set at this time. An offer was made, but a parent volunteer did not accept.

***Establish school based Pandemic Response Teams**

The district has established a pandemic response team. Members include:

- The Superintendent
- The Building Principal
- School Nurse
- Union Leaders (paras and teachers represented)
- BCBAs, Counselors, Therapists
- Supervisor of B&G/Maintenance
- MOESC's Chief Information Officer (technology)

SCHEDULING

- All students will return at full capacity for 2020-2021 school year, 5 days per week
 - Small capacity allows for social distancing for students
 - Face coverings will be required for students in common areas, hallways and when social distancing cannot be maintained during instruction or on transportation
- Students will remain in one cohort until enrollment grows
- Move student start date from September 3 to September 8 to provide some additional PD days for staff regarding health and safety training, scheduling and programming planning, SEL and staff wellness training, room configuration to meet social distancing mandates
- Change school hours from 7:45 am – 1:45 pm to 8:30 am – 1:00 pm
 - Aligns with shared nurse schedule
 - Cuts down on non-instructional, common, unstructured time
 - Students will still receive breakfast and lunch daily

STAFFING

Considerations related to staff are embedded throughout this restart plan. The health, safety and wellness needs were an equal priority and consideration when crafting this plan and members of our instructional community were fully engaged throughout this process to ensure that their questions, concerns and feedback were incorporated and heard. Professional development, common planning time, staff wellness, mental and emotional health are all critical pieces of our plan and ample time and consideration has been given to these important areas as will be evident throughout this plan.

COMMUNICATION/FEEDBACK LOOPS

- During the planning process, all stakeholders, parents, students, staff, district contacts were engaged in surveys, outreach, communication via email, letters, phone calls, ZOOM conferences, etc. to share progress in planning.
- Drafts of the plan were shared with members of the restart committee and key stakeholders to solicit feedback and brainstorm ideas.
- A Board meeting was held August 3, 2020 at 8 am via Zoom to discuss the draft, preliminary plan with members of the Board of Directors.
- The Superintendent will host a Community Forum on August 6, one for members of the overall MOESC community and one specifically focused on MOESC's Regional Achievement Academy to present the plan to the MOESC community and answer any questions.
- The plan will be shared with all families via email, LEA district contacts via email, shared on the District's website, social media, and via staff email.
- Surveys, virtual check-ins with family, staff discussions and feedback sessions, and other tools will be used every 4 weeks to assess the restart plan and make adjustments if necessary.

ATTENDANCE

- No modifications to attendance policies as students will be in school 5 days per week. If school is placed in a full-remote model or individual students are subject to remote learning, attendance will be recorded as per the district's [Remote Learning and Emergency Closure plan](#).

ACCESS TO TECHNOLOGY/LEARNING MANAGEMENT SYSTEMS

MOESC is not the LEA for students. As a result, MOESC does not have access to grants, federal relief or funding, state aid, or other additional funding sources. Therefore, MOESC has begun to work with the LEA or sending district for each student to ensure that students have access to technology and internet connectivity. MOESC will supply staff with necessary technology to conduct teaching virtually if a full remote option is needed. Throughout the year and, especially during the closure, MOESC relied heavily on Google Classroom for students and staff members' instructional needs. We will continue to utilize Google Classroom for both in-person and virtual instruction.

PROFESSIONAL DEVELOPMENT

Professional Development is embedded throughout this plan. The school calendar will be

redesigned to frontload important professional development. In addition, the shortened school day will provide staff with daily professional development opportunities, shared planning time, and time for preparation, as well as much needed focus on wellness and emotional health for staff. Professional development topics will be related to health and safety protocols, SEL and equity in instruction for students, SEL and wellness for staff, student data and progress monitoring, remote and virtual instruction. MOESC staff not assigned to a MOESC-run program, will have opportunities for virtual PLCs, in-person professional development, as well as engagement in local professional development in their assigned school or district on the same topics.

CONTINGENCY PLANNING

Contingency planning for students or staff who are medically fragile or at a high risk of serious illness if exposed to COVID-19 is included in the plan. Additionally, the district will follow all Federal, State, ADA, and other guidelines regarding students or staff who may require reasonable accommodations or be eligible for a leave under FFCRA. The district will continue to adapt, revise, and train staff on the [Remote Learning and Emergency Closure plan](#).

. If we are forced to transition to a virtual or remote model, we will shift to following that plan, as we did in the Spring of 2020.

POLICY and FUNDING

MOESC is almost entirely funded by self-generated revenue through contracted educational services, including tuition for the Regional Achievement Academy. Other funds come from Chapter 192/193 funding, IDEA Part B funding and other grants, such as the McKinney Vento grant. Because MOESC is not a LEA, the Commission does not qualify for state aid, federal funding such as the CARES Act (ESSER), and other assistance afforded to LEAs. As a result, MOESC will need to reallocate expenditures to ensure that all provisions under this plan can be met.

CONDITIONS for LEARNING

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

Minimal Standards and Action Steps
<p>*Establish and maintain communication with local and state authorities to determine current mitigation levels in your community.</p> <ul style="list-style-type: none">● Dr. Beams has been in contact with local and county health officials.● Communication is complicated as students at RAA are from different municipalities and counties.<ul style="list-style-type: none">○ The Tinton Falls office and Monmouth County offices will be primary contact and they will connect other municipalities/counties as needed.
<p>*Schools <i>must</i> provide reasonable accommodations for staff and students at higher risk for severe illness such as providing options for telework and virtual learning.</p> <ul style="list-style-type: none">● Ongoing consultation with local school Board attorney regarding leave provisions and accommodations● Request forms have been created for staff requesting accommodations, leaves, etc.● Review all staff requests for reasonable accommodations with appropriate confidential staff and ADA compliance officer.● Review all student requests with LEA and child’s local case manager to make any changes to IEP or to review revisions to programming.● Make notifications to staff students regarding ability to accommodate requests in writing and set up a conference to discuss available accommodations.
<p>*Follow CDC’s guidance for Schools and Childcare Programs.</p> <ul style="list-style-type: none">● This step is ongoing - continual review of CDC and NJDOE guidance and appropriate changes will be made to plan as necessary.● For staff assigned in non-MOESC schools/districts, maintain communication to ensure that placements are following all CDC guidelines.
<p>*Promote behaviors that reduce the spread: stay home when appropriate, hand hygiene and respiratory etiquette, face coverings, and signs/messages.</p> <ul style="list-style-type: none">● Signage, information and other resources have been and will continue to be posted and distributed to staff, families, and students.● Additional PD days before student arrival for health and safety training for staff● Mask tolerance will be included in class schedules, counseling, behavioral supports, to ensure compliance● Mask breaks and outdoor activities are included in daily schedule● Hygiene, hand-washing incorporated into daily schedule● Hygiene, health and safety part of instruction and health instruction

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

Social distancing within classroom and school buses. *If unable to maintain physical distance, additional modifications should be in place including physical barriers between desks and turning desks to face the same direction. 6ft apart when eating and doing other activities.

Regional Achievement Academy:

- Due to already low class sizes, all students can return and be appropriately socially distanced.
- All students will return with the exception of those opting for an all virtual option.
- Classroom layouts have been designed to provide appropriate 6 ft of social distancing between student areas.
- If face coverings cannot be worn by the student, staff will use additional PPE equipment when working in close contact with students.
- Students will be given grab and go breakfast and lunch options and will eat in their classrooms or will take grab and go lunch home to eat at home.
- During appropriate weather, students will eat outdoors at tables that will be appropriately socially distanced whenever possible.

Considerations for MOESC Special services instructional staff:

- Review school's reopening plans to ensure that social distancing and/or additional modifications are in place for classrooms and therapy rooms. Will contact each school to make sure that safety precautions are in place for staff and independent contractors, including safety guidelines and protective coverings for staff who work in close proximity to students.

***Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit student's health.**

Regional Achievement Academy:

- When 6ft of social distancing cannot be maintained or students are in common areas such as the hallways, nurse's office, bathrooms, main office, face coverings will be required unless exempt.
- If face coverings cannot be worn by the student, staff will use additional PPE equipment when working in close contact with students.
- Students will be required to provide their own face coverings. Disposable face coverings will be available during the school day in case face covering becomes dirty, lost, etc. Families will be responsible for washing face coverings as recommended.

Considerations for MOESC Special services instructional staff:

- Review each school's opening plan to ensure that the students are required to wear masks while in the school building and social distance cannot be maintained, including while any MOESC support staff member pushes into regular classrooms and social

distancing cannot be maintained.

***School staff and visitors must wear face coverings (unless doing so would inhibit the individual's health or a child under 2.)**

Regional Achievement Academy:

- All school staff will wear face coverings. MOESC will provide reusable (washable) face coverings for staff. It is the staff's responsibility to wash their own face coverings and have at work each day.
- Staff may choose to wear their own face coverings and not the face coverings provided by MOESC
- Additional PPE, such as gloves, face shields and gowns will be supplied to staff members who may require more close contact with students or who need additional protection.
- Visitors will be limited. IEP meetings, Conferences, Tours/Intakes will continually be held virtually whenever possible.
- All visitors will need to fill out a health screening tool and have their temperature checked before entering the facility.

Considerations for MOESC Special services instructional staff:

- All MOESC staff will be instructed to wear the proper PPE while they are working in schools. Because of the need for replacements, specialized PPE etc., MOESC will ask the school/district to which the staff member is assigned to provide PPE if the staff member chooses not to provide their own. If the district/school cannot provide to MOESC staff, MOESC will make arrangements to provide staff with PPE.

Adopt cleaning and disinfecting procedures. School districts must develop a schedule for increased routine cleaning and disinfecting, especially of frequently touched services and objects, and sanitize bathrooms daily and between use as much as possible.

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Regional Achievement Academy:

- The Supervisor of B&G has developed a schedule of cleaning and disinfecting for all custodial staff. In addition, disinfecting stations for staff only will be in designated areas. These stations will include approved sanitizing and disinfecting cleaners for staff use during the day. Staff will also be provided approved cleaning products to use to clean classroom areas before and after meals, to disinfect shared objects and also to use in high-touch areas in the classroom during the day.
- Deep cleaning of classrooms will happen daily after student dismissal. Staff will receive a room cleaning schedule and will be required to leave room once cleaning has commenced.

Considerations for MOESC Special services instructional staff:

- MOESC will review each school's reopening plan to ensure that proper disinfecting

procedures are in place and contact the school's when questions are raised about cleaning procedures.

***Schools *must* also minimize use of shared objects. Use of shared objects should be limited when possible or cleaned between use. (page 20)**

Regional Achievement Academy:

- Most individual student materials will be placed in separate "cubbies" or designated student areas within each classroom
- Shared objects will be limited in the classroom to objects easily disinfected between use and will be scheduled for use with different students so that proper cleaning can be done before the next students' use.
- Staff lesson plans will include and have an emphasis on material use so that planning for materials and cleaning of shared materials is built into the lesson and pacing.

Considerations for MOESC Special services instructional staff:

- MOESC will instruct their staff to make sure that sharing of materials is minimized and not recommended.
- Manipulatives, student materials should be appropriately planned and used with ample time to disinfect between uses
- An inventory of shared materials is being compiled and additional materials will be purchased if needed.

***Schools *must* ensure indoor facilities have adequate ventilation. Recirculated air must have a fresh air component. Open windows if A/C is not provided. Filters for A/C units must be maintained and changed according to manufacturer recommendations.**

MOESC Facilities only:

- The maintenance staff will closely monitor the HVAC systems for proper airflow, and will continue with the quarterly preventative maintenance inspections along with replacing the air filters once per month, which is an increase from the manufacturer's specifications.
- Dampers will be adjusted to increase outside air into the building where possible.
- 5 Roof Top Units will be getting retrofitted for power exhaust.
- Staff will be encouraged to open windows as necessary for added ventilation when weather permits

Considerations for MOESC Special services instructional staff:

- MOESC administration will contact each school and ensure that each school has proper ventilation.

***Schools *must* prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60%).**

- In each classroom
- At entrances and exits of buildings

- **Near lunchrooms and toilets**

Regional Achievement Academy:

- Hand-sanitizer stations will be in hallways, at entrances and exits, and near restrooms
- Hand sanitizer will be placed in all classrooms

Considerations for MOESC Special services instructional staff:

- MOESC administration will ensure that our staff has access to alcohol-based sanitizer while they are teaching in the non-public schools that we service.

***Schools *must* ensure that students wash hands frequently for at least 20 seconds at regular intervals, including before eating after using the bathroom, and after blowing their nose/coughing/sneezing.**

<https://www.cdc.gov/handwashing/when-howhandwashing.html>

Regional Achievement Academy:

- Hygiene, hand-washing incorporated into daily schedule
- Hygiene, health and safety part of instruction and health instruction

Considerations for MOESC Special services instructional staff:

- MOESC staff will be provided with PD on health and safety at the beginning of the school year which will include hygiene, hand washing protocols, and hand-sanitizing after any shared point of contact items (which should be avoided anyway and is not recommended).

Critical Area of Operation #3 : Transportation

***Social distancing should be maintained on buses to maximum extent practicable, if not possible, all students *must* wear face coverings while on busses. Possible methods: one student per row, skipping a row between each student.**

Regional Achievement Academy:

- RAA students all use contracted transportation. Students will need to follow social distancing guidelines (6ft spacing, face coverings, etc.) as designed by the sending district and contracted provider.
- During arrival, vans/busses will be emptied beginning with students from the front row and then back.
- During dismissal, vans/busses will be loaded from the back row first.

Considerations for MOESC bus aides:

- MOESC admin will ensure that all MOESC Bus aides understand district policies and procedures for transportation in plan. They will receive PD at the beginning of the school year on health and safety protocols.

Considerations for Contracted Transportation

- MOESC is following all local district and school plans related to social distancing, health and safety, and other transportation protocols related to COVID-19.
- MOESC has asked every transportation contractor to provide their health and safety standards

School districts *must* complete an inventory of outdoor spaces and mark off areas to ensure separation between students.

Regional Achievement Academy:

- Individual students will enter the building one at a time and report directly to their classroom. During dismissal, MOESC will continue the process of calling each student vehicle individually for loading.

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

***School district reopening plans should establish the process and location for student and staff health screenings.**

Regional Achievement Academy:

- Staff and student screenings will be done using a tech-enabled universal screening prior to arriving at the Regional Achievement Academy
 - Parents will have a daily screening tool that they must fill out that will self-report students and allow them to determine whether a child should stay home or be sent to school.
 - Staff will fill out a self-report screening tool as well and then have their temperatures screened on arrival.
- Students will enter and exit the building at assigned entrances. Because of anticipated small enrollment numbers students will be called from buses individually to enter the building. As enrollment grows, multiple entrances will be used for arrival.
- During dismissal, MOESC will continue the process of calling each student vehicle individually for loading.
- Non-contact staff sign-in procedures have been created using the fob-entry system so that staff do not need to enter the main office.
- Hallways will be designated one-way traffic flow and signage will be used to indicate the flow of traffic in the hallway
- Clear dividers will be used to separate staff from the desks of secretaries in the main office
- All travel within the Regional Achievement Academy will be contained and will not mix with the other program occupying the shared space.
- Students will wear face coverings when in the hallways and will be moved in small cohorts to avoid gathering in the hall.
- A separate entrance to the nurse's office that exits into the school's vestibule has

been created for parents to enter to pick up sick children. This is private and not visible to the overall school community.

- Counseling rooms will allow for appropriate social distancing. Students and groups from the same cohort will be scheduled allowing ample time to clean and disinfect the room between groups. Clear partitions will be used where necessary.

Considerations for MOESC Special services instructional staff:

- MOESC administration will ensure that our staff is informed of the process and location for health screenings in each school.
- MOESC administration will ensure that our staff is informed of the process at their assigned school(s) for arrival, dismissal, use of common areas.

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

*** School districts must adopt a policy for screening students and employees upon arrival for symptoms and history of exposure.**

Regional Achievement Academy:

- Staff and student screenings will be done using a tech-enabled universal screening prior to arriving at the Regional Achievement Academy
 - Parents will have a daily screening tool that they must fill out that will self-report students and allow them to determine whether a child should stay home or be sent to school.
 - Staff will fill out a self-report screening tool as well and then have their temperatures screened on arrival.
- MOESC will follow updated CDC guidelines regarding universal screening of students: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/symptom-screening.html>

Considerations for MOESC Special services instructional staff:

- MOESC administration will ensure that our staff is informed of the process and location for health screenings in each school.
- MOESC will keep on file each school or district's policy related to screening to ensure compliance and to appropriately communicate with assigned staff.

***Staff must visually check students for symptoms upon arrival and/or confirm with families that students are free of COVID-19 symptoms.**

Regional Achievement Academy:

- MOESC will follow all CDC Guidelines regarding screening for students.
- If a student reports symptoms upon arriving to school, the student will immediately be sent to the nurse's office for evaluation, possible isolation or parent pick-up from

school.

Considerations for MOESC Special services instructional staff:

- MOESC administration will ensure that our staff is informed of the process for reporting students who may exhibit symptoms.

***Screening results must be documented when signs/symptoms of COVID-19 are observed.**

Regional Achievement Academy:

- The tech-enabled screening tool will provide a report to the nurse and school administration of clearance to attend school.
- Additionally, the school nurse will maintain detailed nursing logs related to all student and staff visits.

***Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Follow [current Communicable Disease Service guidance](#). If a school district becomes aware that an individual who has spent time in a district facility test positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.**

General Considerations:

- As per discussion with local health officials, MOESC will notify the local agency (Tinton Falls) of any individuals who have spent time in the district facilities and test positive for COVID-19. The local health officials will then assist with the communication and coordination with other local health offices.
- Readmittance to school will follow current CDC guidelines related to symptoms (not positive testing):
https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprevent-getting-sick%2Fwhen-its-safe.html
- The district will follow all current policies and procedures for students with illness, in particular not returning to school after being fever-free for 24-hours without the use of a fever reducer, or requiring a doctor's note to return after an illness lasting 3 days or more.
- The CDC does not recommend requiring a doctor's note or a negative Covid test prior to return.

Regional Achievement Academy:

- The nurse's office is shared between the Shore Center and MOESC's Regional Achievement Academy. The location of the nurse's office has been moved so that it is more centrally located, isolation space can be built and maintained and there are multiple entrances to the office protecting the privacy of students and staff who may require treatment or isolation.
- The nurse and other key staff who have continued close contact (BCBAS, crisis response members, CPI instructor/leader) will have specialized PPE such as N95

masks, face shields, goggles, bite guards, gowns, etc.

***Encourage parents to be on alert for signs of illness in their children and to keep them home when they are sick.**

Regional Achievement Academy:

- After completing the daily screening tool, parents will be encouraged to keep students home when sick or presenting any symptoms.

Consider using a professional development day for staff to practice screening protocols with each other before applying to students.

General Considerations for all MOESC staff:

- MOESC administration will ensure that all MOESC staff is provided with PD on health and safety at the beginning of the school year which will include proper use of necessary PPE for school assignments, hygiene, hand washing protocols, and hand-sanitizing after any shared point of contact items (which should be avoided anyway and is not recommended).

Regional Achievement Academy:

- PD days will be redistributed to the beginning of the school year to discuss health and safety, screening protocols, health protocols for students and staff exhibiting symptoms, etc. Other topics to be addressed will be SEL, wellness for staff, and assessment and instruction.
- Regional Achievement Academy staff will engage in PD multiple times per week after student dismissal to continue to assess the evolving situation, make adjustments to health and safety protocols and address other student issues.

Special consideration should be given to protection for staff members, such as school nurses, custodians, and some Special Education teachers, paraprofessionals and services providers, who will be in close contact with students or will handle waste materials.

- The nurse and other key staff who have continued close contact (BCBAS, counselors, CPI instructor/leader) will have specialized PPE such as N95 masks, face shields, goggles, bite guards, gowns, etc.

Critical Area of Operation #6: Contact Tracing (Close contact = w/in 6ft, for at least 10 minutes)

***School district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school district, should be provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease. School districts should collaborate with the local health department and engage their school nurses to develop contact tracing policies and procedures, as well**

**as educate the broader school community on the importance of contact tracing.
Create contact tracing policy (see page 27)**

General Considerations:

- The Superintendent, members of the administrative overseeing departments and the district nurse will be responsible for cooperating and sharing appropriate information related to contact tracing. All private health information will be maintained with the district nurse or in the office of the Superintendent.
- The Superintendent will facilitate all communication with the local health officials regarding contact tracing.
- The district will maintain attendance records, classroom logs, and all other records helpful in contact tracing.
- If there is a suspected positive case of COVID-19, the Superintendent will contact the local health office and follow their procedures for contact tracing.
- Communication to the school community will be developed based on each case notifying of possible exposure, the level of exposure and the steps that will be taken (quarantine) to contain the exposure. At no time will the communication provide details that could breach confidentiality.
- The Superintendent and Shore Center designated staff (listed above) will follow all advice and guidelines provided by the department of health.

Considerations for MOESC Special services instructional staff:

- MOESC administration will coordinate contact tracing protocols with assigned school district plan

Critical Area of Operation #7: Facilities Cleaning Practices

*Adopt cleaning and disinfecting procedures. School districts **must** develop a schedule for increased routine cleaning and disinfecting, especially of frequently touched surfaces and objects, and sanitize bathrooms daily and between use as much as possible.

*School districts **must** develop a procedure manual to establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used.

PLEASE SEE [MOESC FACILITIES PLAN](#)

Considerations for MOESC Special services instructional staff:

- MOESC administration will ensure that each school's plan addresses proper cleaning and disinfecting procedures.
- MOESC Administration will ensure that our staff is aware of each school's cleaning and disinfecting procedures/manual.

Critical Area of Operation #8: Meals

***School districts must stagger eating times to allow for social distancing and disinfecting of the area between groups.**

***Space students at least 6 ft apart.**

Regional Achievement Academy:

- Breakfast and lunch will be served to all students of the Regional Achievement Academy as a grab and go option.
- For breakfast students will eat in classrooms sitting 6 ft. apart
- For lunch, students will be given a grab and go option. They may eat while waiting for their bus in their classroom maintaining 6 ft. or take home with them at dismissal.

Critical Area of Operation #9: Recess/Physical Education

***Stagger recess./ Stagger the use of playground equipment and establish frequent disinfecting protocols**

- Recess is not applicable to Regional Achievement Academy
- All physical education equipment will be appropriately disinfected after each use.
- MOESC will ensure each school has a plan in place for Recess and Physical Education that meets CDC guidelines for safe practices and that MOESC staff is aware of these guidelines.

*** Always wash hands immediately after outdoor playtime**

- Physical education classes will be held outdoor on field or outdoor locations as much as possible (weather permitting)
- When indoors, small class sizes will allow for appropriate social distancing. Team games will be limited if shared equipment is necessary.
- Class schedules will include hygiene, hand-washing after physical education or outdoor activities
- Physical education classes will be scheduled by cohort to avoid mixing.

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

***Consider canceling field trips, assemblies, and other large gatherings.**

- Assemblies, large gatherings, and any other opportunities for students to gather will be suspended until further notice
- Although field trips, community-based instruction, job-sampling, and other off campus activities are part of our regular programming, these will be modified to only

include very small groups when allowable.

- Outdoor (beach, park, other outdoor field trips will be prioritized)
- MOESC's Regional Achievement Academy operates their own 24-passenger bus. Smaller groups will be taken on more frequent trips to maintain low building capacity and allow for social distancing on transportation.
 - Programming is being revised to include more opportunities for job-sampling, career activities within the school campus.
 - Grocery shopping will be done online and students will be responsible for creating their own menus and for their grab and go options.

CONTINUITY OF LEARNING

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

As a district that services a large number of students with disabilities MOESC consistently follows all guidance from the United States Department of Education to meet our obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible. We are in regular communication with case managers, specialists, therapists, BCBAs, parents, students and wraparound or in-home service providers to ensure that we are meeting all needs of students to the greatest extent possible.

MOESC has been in constant communication with LEA's and students' case managers regarding the return to school. Our school nurse, case managers and building administration have been working with families of medically fragile students and students with physical or health impairments who may require accommodations and modifications and will address these in a 504, a health plan or in the child's IEP accordingly. During the initial weeks of school, we will be working to assess the impact of remote instruction and determine any areas of regression utilizing prior year progress indicators, progression rates, benchmark assessments and other tools. We will work with LEAs to determine the need for compensatory services or modifications to the IEP.

Technology and Connectivity

MOESC is not the LEA, however, we do work very closely with the LEAs to ensure that every student has access to a device and internet connectivity. During the period of remote instruction all of our students were provided with a Chromebook if needed and local school districts were responsible for ensuring connectivity if families indicated that they did not have access. We will continue this process for any students who require an all virtual model of instruction and in the event that groups of students or the entire community needs to return to a remote/virtual model of instruction.

Curriculum, Instruction & Assessment

MOESC will be returning to five days of instruction. As our enrollment process at the Regional Achievement Academy is fluid and ongoing and many of our students typically experience some interruption in learning, part of our general practices is taking regular assessment of students' strengths, weaknesses, gaps in learning, etc. in order to create an appropriate academic program aligned to NJSLs, IEPs, and graduation requirements. We use a variety of online tools and traditional assessments to assess and track student progress. We continue to add to these tools based on lessons learned during the extended remote closure. Instruction

for remote students will mimic in-person instruction. Details can be found in the Commission's [Remote Learning and Emergency Closure plan](#).

Professional Learning

Considerations for Professional Learning are embedded throughout this plan and in every facet of our implementation. We have left ample time within our schedule for opportunities for ongoing, targeted, evolving professional learning for staff. We will also host a series of learning opportunities for our families to help them better navigate the transition. Professional learning through PLCs, in-services, common planning, designated PD days, virtual PD, etc. have been planned throughout the year.

Work-based or Community-based Instruction

Community Based Instruction is a large part of our programming for our secondary students. Although we are still pursuing individual, small-group and other community-based opportunities, we have created a multitude of opportunities for students to engage in on campus, virtually, or as part of our in-district Teen Outreach Program, Life Skills and Career Readiness programming. The planning for community-based instruction will continue to evolve until we can offer a full community-based, off-campus program for our students again.

Academic, Social, and Behavioral Supports

The focus for all of MOESC staff and students is to ensure that we are truly addressing the trauma, stress, and anxiety the COVID-19 pandemic, as well as the return to school, has evoked in everyone. Therefore, for all MOESC staff there will be a focus on staff wellness, mental and emotional health, resources and support. For MOESC staff assigned to programs that are not run by MOESC, the administration will have to rely heavily on the assigned placements to support our staff and meet some of the critical needs. However, MOESC will take every opportunity to provide in-person, virtual, small group and other forms of ongoing PD related to their own wellness as well as how to meet the SEL needs of the students that they teach and support.

For the Regional Achievement Academy, there are several paths that we will take to meet the staff and students' needs. At the beginning of the year, prior to students entering the building the building principal at the Regional Achievement Academy has planned and will facilitate PD sessions addressing the following topics:

- SEL as it pertains to both staff and students
- Wellness/Traumatic Response for Teachers
- Blended Learning Modules-these modules will continue on a weekly basis throughout the year

The staff at The Regional Achievement Academy will be participating in a Wellness/Self-Care year long PLC reading a book chosen by the staff *Best Self-Be You Only Better*. This PLC can take place both in person and/or remote. Professional Development in the area of Social and Emotional Learning will be facilitated by the building principal using resources such as CASEL and Wyman Teen Outreach Program.

The Wyman-Teen OutReach program provides curriculum and instruction for teachers in the areas of Building My Skills and Connecting to Others. Both are geared toward helping students successfully strengthen relationships fostered by strong communication and empathy skills. The curriculum in Connections to Others involves developing supportive relationships with peers and significant adults as well as being engaged in school and community. The curriculum in Building My Skills focuses on emotion management, decision making, problem solving and goal setting. Focusing on social and emotional life skills are important for successfully coping with life's demands, responsibilities and interpersonal interactions.

Utilizing a combination of Wyman and CASEL's Framework for Systematic Social and Emotional Learning; Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision-Making allows for embedded SEL into the everyday curriculum and practices for teachers and students.

As students begin to acclimate themselves back into the school environment many areas need to be considered:

- Self care
- Anxiety
- Stress
- Preventative measure for a variety of students' needs
- Emotional and Social considerations

In order to meet the needs of the students our Student Assistance Counselor (SAC), Social Worker and BCBA will work together to ensure that services are provided for students at RAA.

The SAC will meet with students in both small groups and individually on a variety of areas including but limited to: (this will include both in person and remote if needed)

- **Relapse Prevention Plan:** Who, What, When, Where
- **Triggers and Coping Skills:** Self Awareness, Self motivation, Social Support, Diversions, Build New Habits, Prevention, Managing Emotions and Relaxation Techniques
- **Social Support:** Emotional, Tangible, Informational, and Social
- **Stages of Change:** Precontemplation, Contemplation, Preparation, Action, and Maintenance

The Social Worker will meet with students in both small groups and individually on a variety of areas including but limited to: (this will include both in person and remote if needed)

- Motivation, Confidence and Self Esteem
- Anxiety and Overthinking
- Recognizing and Managing Teen Stress
- Anger-Emotion Management
- Social Justice/Inequality

Our BCBA will work with the teachers, Social Worker and Principal to develop Behavior Management Plans, Reward Systems, and Individual Point System Plans.