

STAY HEALTHY AT HOME WEBINAR SERIES WILL BEGIN AT 2 PM



NEW JERSEY SELF-ADVOCACY PROJECT



STAY HEALTHY AT HOME:

State Update:
NJ's COVID-19 Plan for the Fall

STAY HEALTHY AT HOME WEBINAR SERIES
SEPTEMBER 8TH, 2020 FROM 2 - 3 PM

INTRODUCTION



- ▶ My name is Kelly Mulvaney and I am the Training and Technical Assistance Coordinator of the [New Jersey Self-Advocacy Project \(NJSAP\)](#)
- ▶ NJSAP has been a Division-funded program of The Arc of New Jersey since 1983
- ▶ NJSAP supports the state's largest network of individual self-advocates and self-advocacy groups
- ▶ NJSAP provides comprehensive training and resources to self-advocates, Direct Support Professionals, and agency personnel

Healthy Lifestyles Project

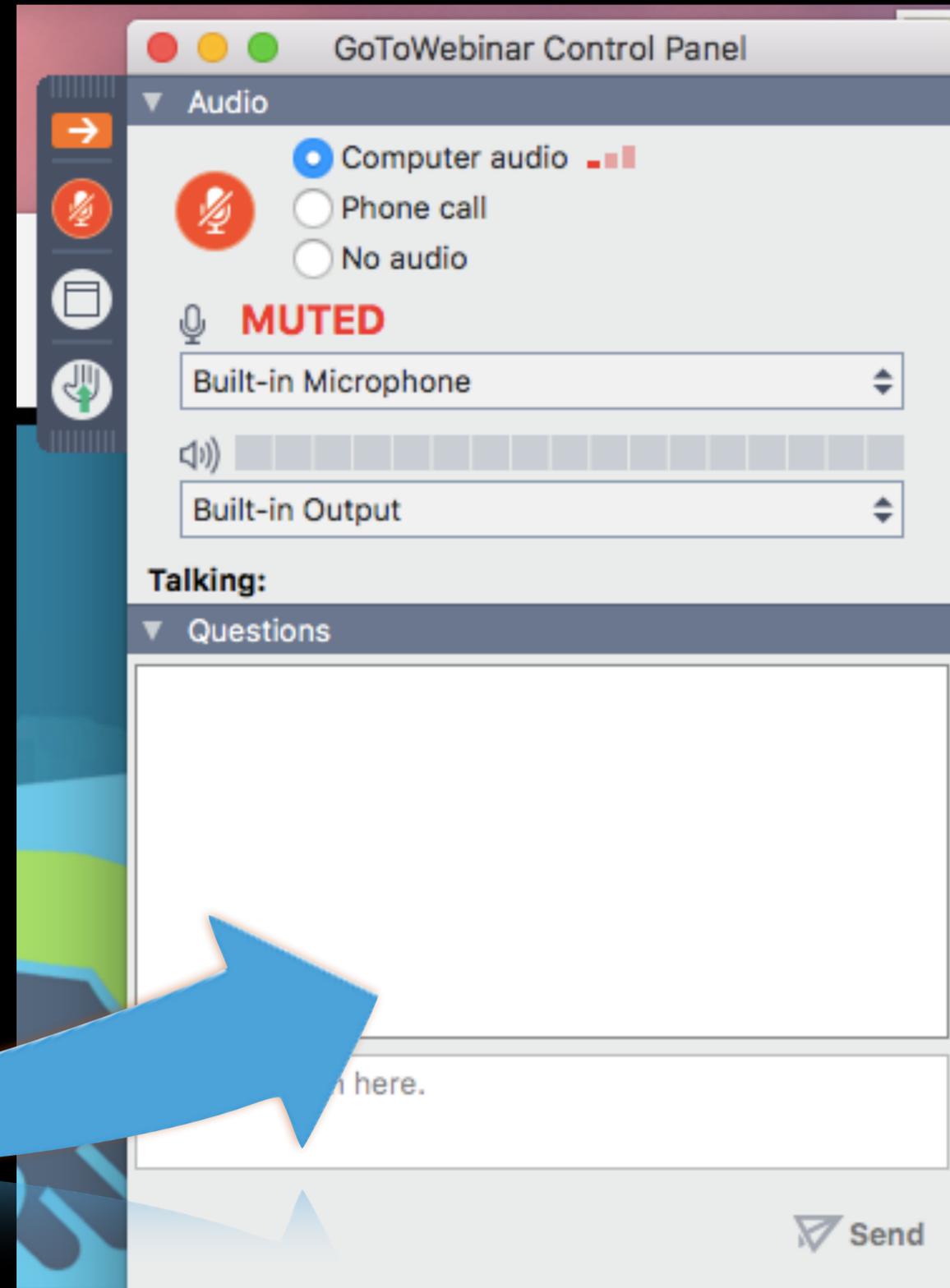
improving health, improving lives

The New Jersey Self-Advocacy Project has partnered with The Horizon Foundation for New Jersey to help you learn more about health, wellness, and being the best you! We are happy to tailor our presentation(s) to suit the needs of your group. The New Jersey Self-Advocacy Project Team will visit your location and provide free workshops on the following topics:



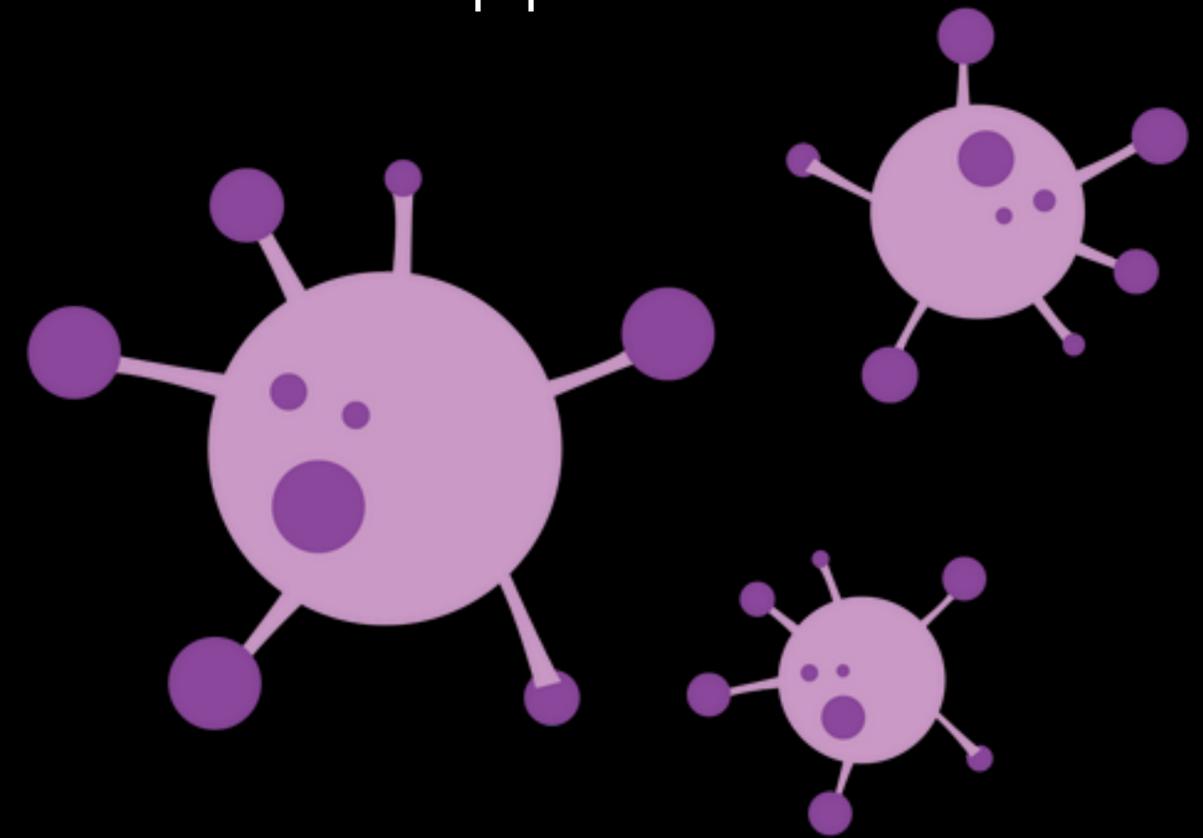
www.HealthyLifestylesProject.org for more information and resources

TYPE YOUR
QUESTIONS,
COMMENTS,
FEEDBACK
IN THE
**QUESTIONS
BOX**



TODAY WE WILL DISCUSS

- Current reopening plans and COVID-19 guidelines
- Current policies for schools and programs that support individuals with I/DD
- Tips on wearing face masks
- Technique to deescalate COVID-19 related conflicts



**GOVERNOR MURPHY SIGNS EXECUTIVE ORDER
NO. 183 EFFECTIVE FRIDAY, SEPTEMBER 4**

COVID-19 UPDATE

EXECUTIVE ORDER 183

- ✓ **INDOOR DINING CAN RESUME AT 25% CAPACITY ON
SEPTEMBER 4, 2020**
- ✓ **THEATERS AND INDOOR PERFORMANCE VENUES CAN
REOPEN AT 25% CAPACITY (150 PEOPLE MAX) ON
SEPTEMBER 4, 2020**
- ✓ **LIMITS FOR CERTAIN INDOOR GATHERINGS ARE
RAISED TO 25% CAPACITY WITH 150 PEOPLE MAX**



THE DOH'S HEALTH AND SAFETY STANDARDS, FOOD OR BEVERAGE ESTABLISHMENTS OFFERING IN-PERSON SERVICE MUST ADHERE TO THE FOLLOWING PROTOCOLS

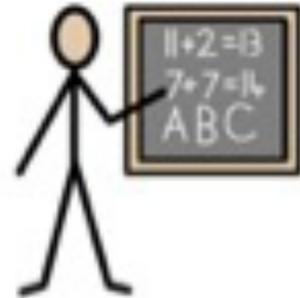
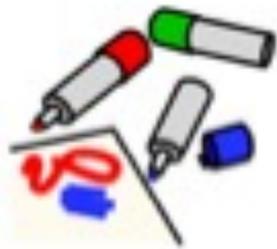
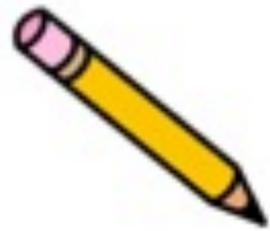
- Limit the number of patrons in indoor areas to 25 percent of the food or beverage establishment's indoor capacity, excluding the food or beverage establishment's employees
- Limit seating to a maximum of eight (8) customers per table (unless they are from a family from the same household) and arrange seating to achieve a minimum distance of six feet (6 ft) between parties
- Require customers to only consume food or beverages while seated
- Require patrons to wear face coverings while inside the indoor premises of the food or beverage establishment, except when eating or drinking at their table
- Food or beverage establishments with table service must require that customers be seated in order to place orders
- Food or beverage establishments with table service must require that wait staff bring food or beverages to seated customers
- Keep doors and windows open where possible and utilize fans to improve ventilation.

EXECUTIVE ORDER NO.183 REQUIREMENTS FOR THEATERS AND INDOOR PERFORMANCE VENUES TO REOPEN

- Any particular showing is limited to 25 percent capacity with a maximum of 150 people
- Groups that buy tickets together can sit together, but must be at least 6 feet apart from all other groups
- Individuals must wear masks, unless they are removing them to eat or drink concessions.



Back to School



2020

THE NJDOE HAS IDENTIFIED TEN CRITICAL AREAS OF OPERATION THAT SCHOOLS MUST ADDRESS IN THEIR RESTART PLANS

1. General Health and Safety Guidelines
2. Classrooms, Testing, and Therapy Rooms
3. Transportation
4. Student Flow, Entry, Exit, and Common Areas
5. Screening, PPE, and Response to Students and Staff Presenting Symptoms
6. Contact Tracing
7. Facilities Cleaning Practices
8. Meals
9. Recess/Physical Education
10. Extracurricular Activities and Use of Facilities Outside of School Hours



CONDITIONS FOR LEARNING

- Use of shared objects should be limited when possible or cleaned between use.
- Schools and districts must ensure that their indoor facilities have adequate ventilation, including operational heating, and ventilation systems where appropriate.
 - Recirculated air must have a fresh air component.
 - Open windows if A/C is not provided.
- Prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol):
 - In each classroom (for staff and older children who can safely use hand sanitizer).
 - At entrances and exits of buildings.
 - Near lunchrooms and toilets.
- Children ages 5 and younger should be supervised when using hand sanitizer.
- Students should wash hands for at least 20 seconds at regular intervals, including before eating, after using the bathroom, and after blowing their nose/coughing/sneezing.



FOR SCHOOL DISTRICTS THAT PROVIDE SERVICES TO MEDICALLY FRAGILE STUDENTS AND STUDENTS WITH COMPLEX DISABILITIES

1. Ensure PPE is secured prior to opening and maintain ongoing supplies, in order to remain open
2. Consider the need for additional cleaning staff to ensure continuous disinfecting of classrooms, therapy, or activity rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.
3. Consider the need for heightened monitoring and frequent hand-washing which may require hand-over-hand assistance.



ENSURING THE DELIVERY OF SPECIAL EDUCATION AND RELATED SERVICES TO STUDENTS WITH DISABILITIES

- Under the federal Individuals with Disabilities Education Act (IDEA) and New Jersey state special education regulations, students with disabilities are entitled to special education and related services, such as accommodations and modifications to instruction, speech-language services, occupational therapy (OT), physical therapy (PT), and counseling. Since the onset of virtual instruction, the NJDOE has engaged a variety of stakeholders, including educators, related service providers and advocacy groups to gain insight, share best practices, and consider policies to support districts in providing services to students with disabilities in virtual or hybrid learning environments.

NJDOE RECOMMENDS THAT SCHOOL DISTRICTS CONSIDER THE FOLLOWING WHEN ADDRESSING THE EDUCATION OF STUDENTS WITH DISABILITIES FOR THE 2020-2021 SCHOOL YEAR

- Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
- IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss

ADDRESSING THE EDUCATION OF STUDENTS WITH DISABILITIES FOR THE 2020-2021 SCHOOL YEAR CONT.

- IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services
- The use of school guidance department staff and child study team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, state, and federal opportunities to access support.
- Clear communication to parents/guardians of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by federal and state law.

FACE COVERINGS ARE REQUIRED FOR STAFF, STUDENTS, AND VISITORS IN SCHOOL FACILITIES

Except under the following circumstances:

1. When doing so would inhibit the individual's health.
2. When a student is in extreme heat outdoors.
3. When a student is in water.
4. If a student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of a face covering.
5. When a student is eating or drinking.
6. If or when anyone has trouble breathing or is unconscious, is incapacitated, or is otherwise unable to remove the face covering without assistance (e.g., face coverings should not be worn by Pre-K students during nap time).
7. The student is engaged in high intensity aerobic or anaerobic activities.
8. During gym and music classes when individuals are in a well-ventilated location and able to maintain a physical distance of six feet apart.
9. When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task (for example, students operating machinery in which face coverings may get caught).

SCHOOL DISTRICTS MUST ADOPT A POLICY FOR SCREENING STUDENTS AND EMPLOYEES UPON ARRIVAL FOR SYMPTOMS AND HISTORY OF EXPOSURE:

1. Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
2. Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
3. Results must be documented when signs/symptoms of COVID-19 are observed.
4. Any screening policy must take into account students with disabilities and accommodations that may be needed in the screening process for those students.



GENERAL HEALTH AND SAFETY GUIDELINES

Reasonable accommodations should be provided for individuals that the Centers for Disease Control identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:

- Chronic lung disease or asthma (moderate to severe)
- Serious heart conditions
- Immunocompromised
- Severe obesity (body mass index, or BMI, of 40 or higher)
- Diabetes
- Chronic kidney disease undergoing dialysis
- Liver disease
- Medically fragile students with Individualized Education Programs (IEPs)
- Students with complex disabilities with Individualized Education Programs (IEPs)
- Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).





SCHEDULING

- District and school policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.
- Hours of instructional time are not defined as a student's time spent in front of a teacher or in front of a screen, but time engaged in standards-based learning under the guidance and direction of a teacher.
- The NJDOE recommends districts prioritize flexibility and creative planning to maximize opportunities to learn with considerations for what is developmentally appropriate for a student's grade level and accommodate the varying levels of parent or guardian support during at-home instruction.
- Plans will look different in each district to meet the unique needs of their community, but considerations should be made to balance reducing student screen time with facilitating meaningful interactions between teachers, students, and their peers.

COHORT MODEL

- Identifying small groups and keeping them together to ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children). Limit mixing between groups if possible.
- The Cohort Model can also be utilized to facilitate hybrid instruction

6-Day Rotation

Green Team 

Red Team 

Blue Team 

Students are divided equally, by grade, into groups for rotating in-person instruction. Rotations may be adjusted:

- *to accommodate 4-day schedules*
- *for different numbers of "teams"*
- *by grade band*

Monday	Day 1 (Green)
Tuesday	Day 2 (Red)
Wednesday	Day 3 (Blue)
Thursday	Day 4 (Green)
Friday	Day 5 (Red)
Monday	Day 6 (Blue)

A/B Weeks Across Grades

Red Team:
Grades 9-12



Blue Team:
Grades 9-12



Students are divided equally, by grade, into groups for rotating in-person instruction.

Rotations may be adjusted:

- to accommodate 4-day schedules
- by grade band

"A" Week



Blue Team has in-person instruction.



Red Team has synchronous, asynchronous and project-based remote learning.

"B" Week



Red Team has in-person instruction.



Blue Team has synchronous, asynchronous and project-based remote learning.

A/B Weeks by Grade Band

Red Team:
Grades 9-10



Blue Team:
Grades 11-12



Rotation by grade band supports 4-day schedules and may provide the opportunity for educators to execute more comprehensive remote instruction on their alternate weeks.

"A" Week



Blue Team has in-person instruction.



Red Team has synchronous, asynchronous and project-based remote learning.

"B" Week



Red Team has in-person instruction.



Blue Team has synchronous, asynchronous and project-based remote learning.

HOW DISTRICTS CAN ADDRESS THE TECHNOLOGY DEFICIT

1. Conduct a needs assessment
2. Consider the attendant needs associated with deployment of needed technology
3. Prioritize the purchase and roll-out of devices and/or connectivity that may improve learning based on the results of the needs assessment
4. For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student

IMPORTANCE OF FAMILY ENGAGEMENT FOR REOPENING PLANS



- Authentic parent and family engagement involves understanding the needs of all children and families including our most vulnerable populations — students with disabilities, English Learners, migrant students, students experiencing homelessness, students in foster care, economically disadvantaged students, and students most directly affected by COVID-19.
- Meeting a range of needs can be accomplished by involving a diverse group of parents and families in the planning for reopening, from the initial conversations. This type of active and authentic parent engagement in the decision-making process builds trust and credibility for the final plan.



WEARING A MASK

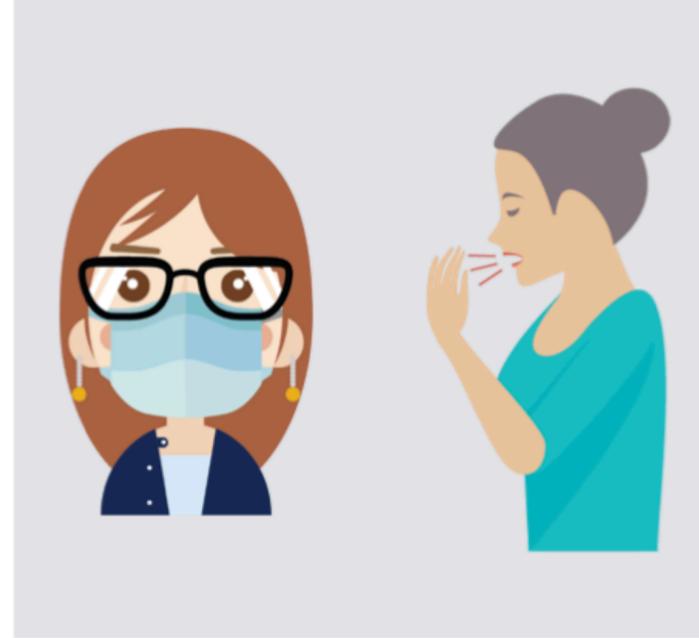
Because of coronavirus, I need to wear a mask when I go places.



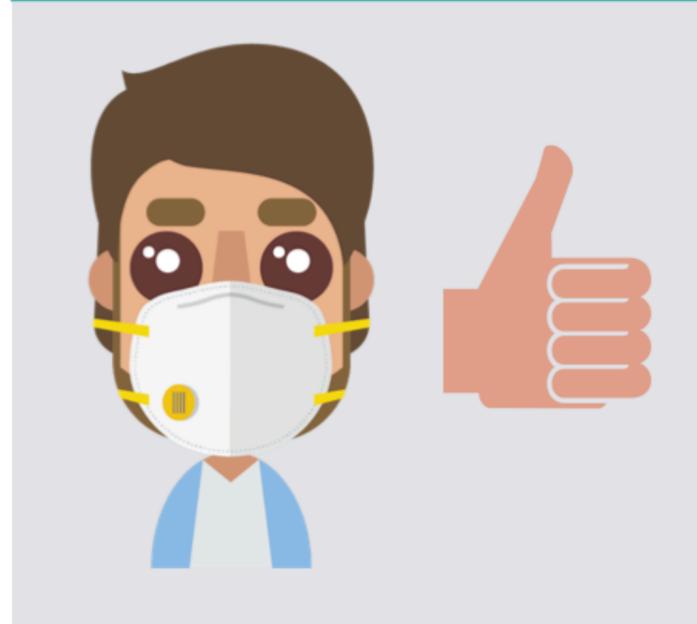
People in my family, neighborhood, and community are wearing masks.



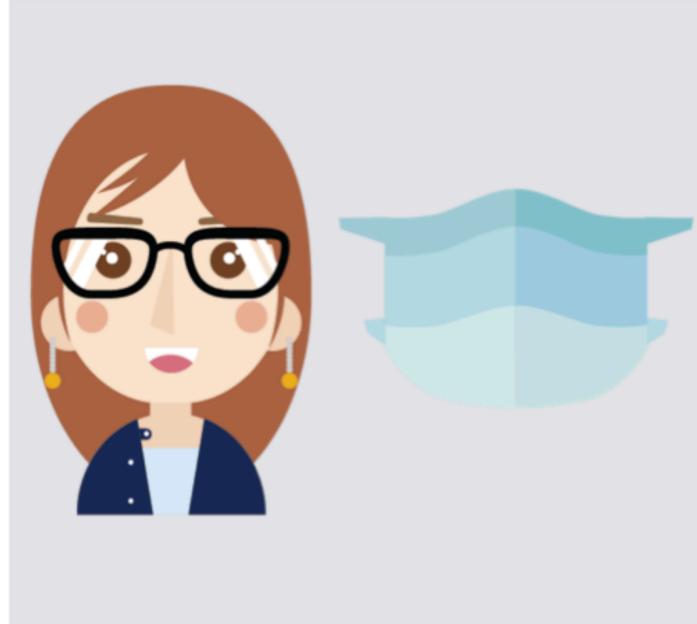
My mask keeps me safe.



Your mask keeps me safe.



I need to wear a mask even if I feel healthy.

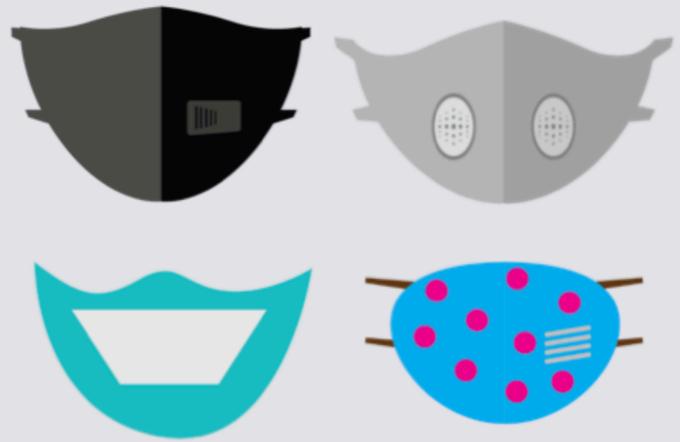


It is important to wear a mask every time I leave the house.

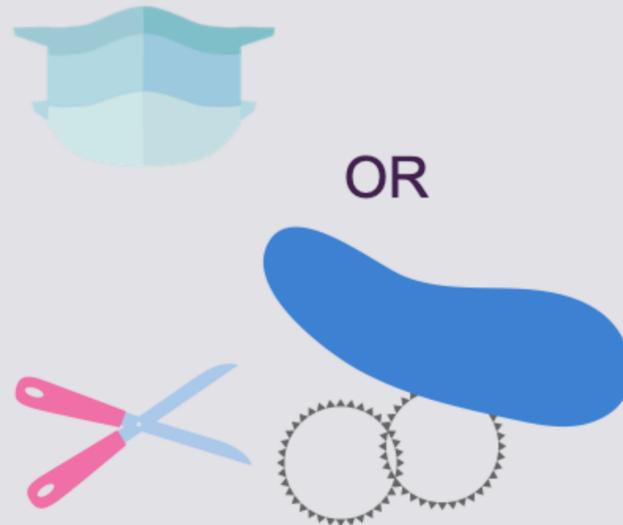


WEARING A MASK

There are many types of masks made from different things. Some are clear so you can see people's mouths when they talk. I can try different masks to find one I like.



I can wear a mask from a store or I can make my own mask.



I can make my mask fun by decorating it.



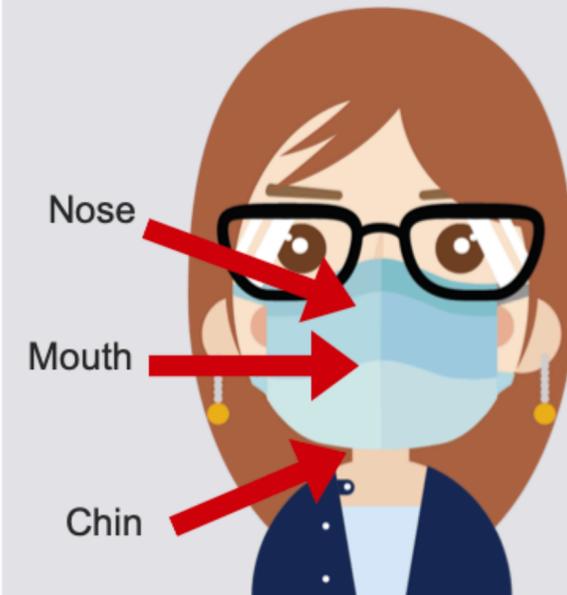
These aren't the same as doctor's masks. These masks keep me and my community safe.



I should always wash my hands before putting on my mask.



My mask will cover my nose, mouth and chin. It may feel snug.



WEARING A MASK

At first my mask might not feel comfortable.



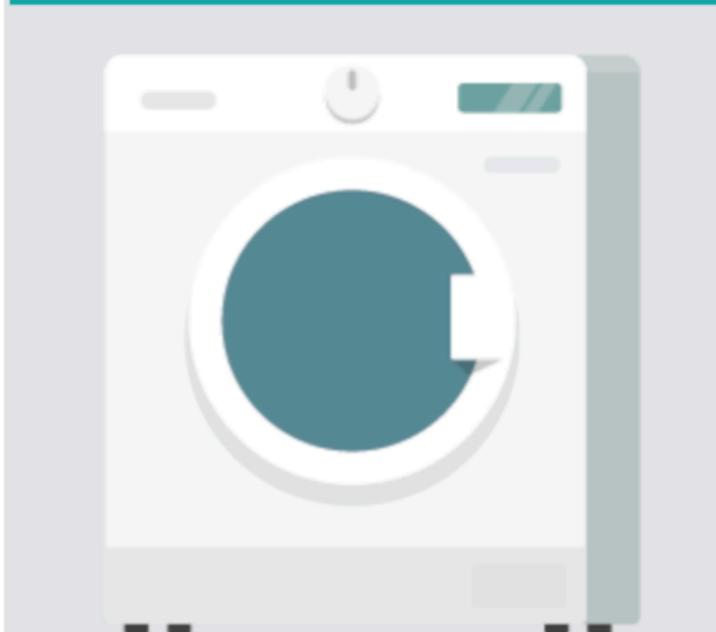
The more I practice wearing my mask, the easier it will be to wear.



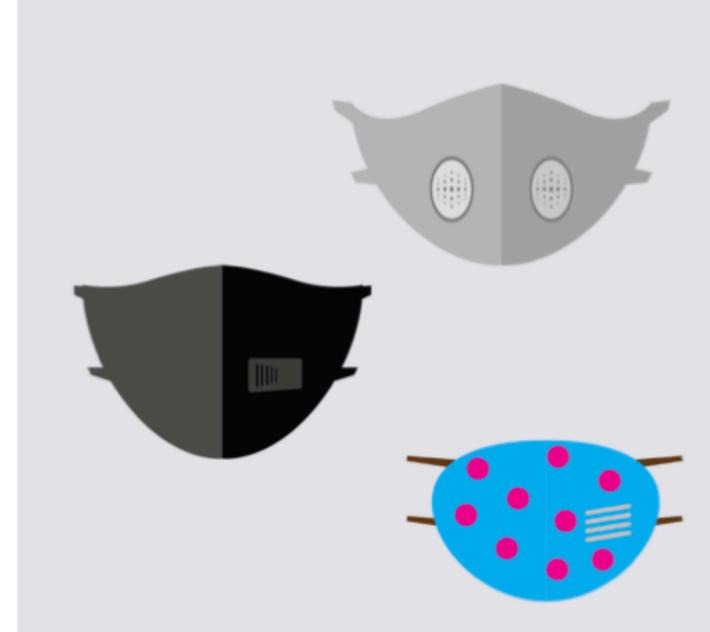
When I return home and take off my mask, I should wash my hands.



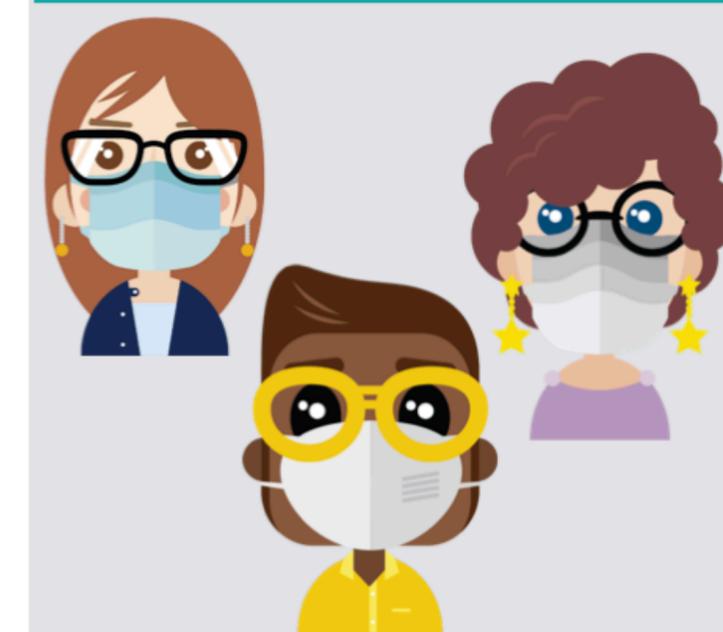
If my mask is made out of cloth, I should wash it right away.

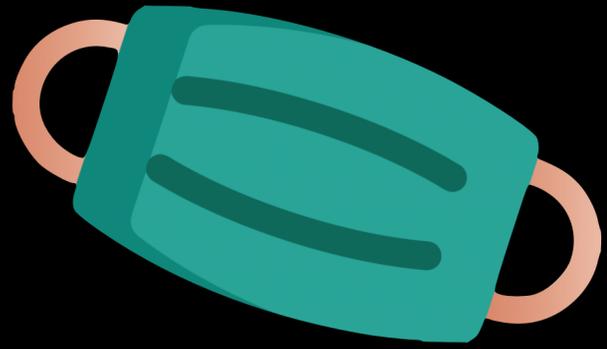


I can wear a new mask the next time I go out.

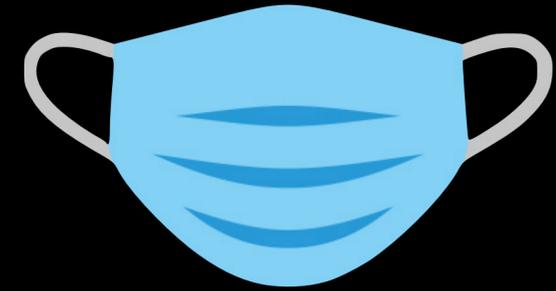


Wearing a mask keeps everyone safe.





MASK OPTIONS



- Some individuals prefer cotton over nylon.
- Elastic around the ears vs. a tie behind the head.
- They might prefer to wear a mask that is their favorite color or design.
- [Sensory-Friendly Protective Fabric Mask](#)
- [Make Your Own Mask With Clear Panel](#)



SILICONE MASK BRACKET



- Suitable for various face masks - perfectly fit for disposable mask, cloth mask and homemade fabric mask.
- Allows more space for breathing
- Easy to clean

ASK, TELL, TELL

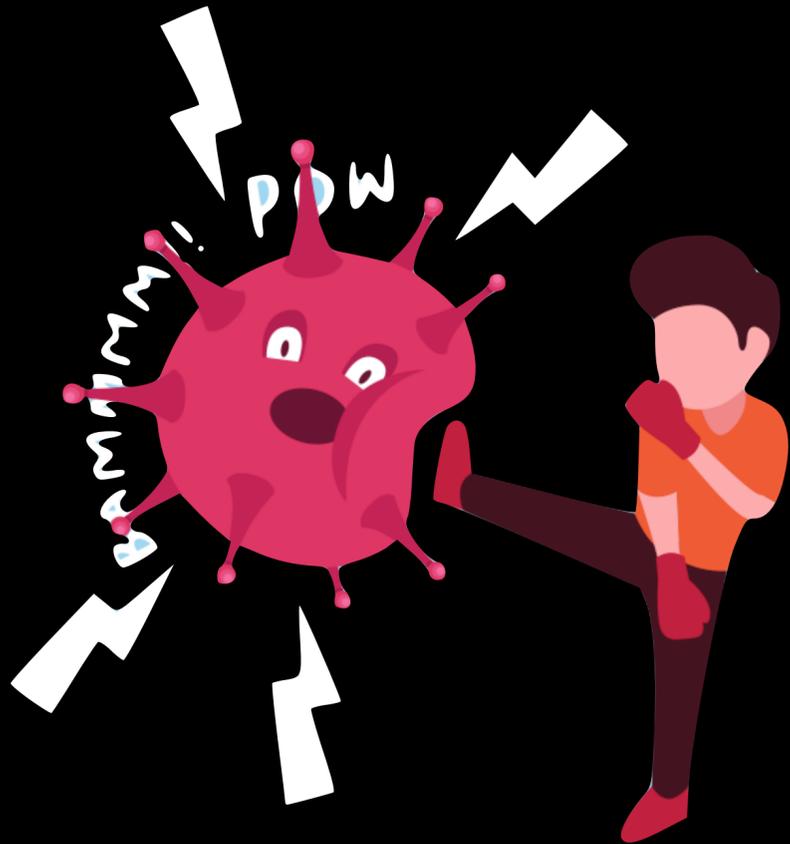
- **ASK** "Please stop [describe inappropriate behavior]."
- **TELL** "If you continue to [insert behavior here, ex. language, raised voice, etc.], I am going to report this."
- **TELL** "I've asked you to STOP [insert behavior here] and you have failed to do so, I must report this to my supervisor"

ASK, TELL, TELL: EXAMPLE

- **ASK** "Please wear a mask properly when we are in close proximity"
- **TELL** "If you do not wear a mask, I could be at a greater risk for infection."
- **TELL** "If you do not wear your mask properly, I will have to report this to your/my manager, supervisor, caseworker, or staff."

WHAT TO DO IF SOMEONE HAS SYMPTOMS

- Contact a health care professional if you, or an individual in your program/home develops these symptoms
 - especially if they have been in close contact with a person who has travelled internationally in the last 14 days or with a person who is known to have COVID-19
 - or if they live in or have recently been in an area with ongoing spread of COVID-19.



For the most up-to-date COVID-19 sign and symptoms, please go to the CDC's symptom page:

www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html

RESOURCES

- [Governor Murphy's Executive Orders](#)
- [COVID-19 Guidance for Individuals and Families of Individuals with Intellectual and Developmental Disabilities](#)
- [Coronavirus Disease 2019 \(COVID-19\) Guidance For New Jersey Community Providers of Services for Individuals with Intellectual and Developmental Disabilities](#)
- [The Road Back: Restart and Recovery plan for Education](#)
- [Wearing a Mask Social Story](#)