'B1'

POLICY

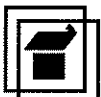### 1648 RESTART AND RECOVERY PLAN (**M**)

On June 26, 2020, the New Jersey Department of Education (NJDOE) published "The Road Back - Restart and Recovery Plan for Education" (Guidance), a guidance document for reopening New Jersey schools during the COVID-19 pandemic. The Guidance provided school officials with the information necessary to ensure that schools reopen safely and are prepared to accommodate staff and students' unique needs during these unprecedented times. The NJDOE required school districts in the State to develop, in collaboration with community stakeholders, a "Restart and Recovery Plan" (Plan) to reopen schools that best fits the district's local needs.

The Guidance requires the Board of Education to adopt certain policies and the Board adopts Policy 1648 to address those policy requirements in the Guidance. Policy 1648 shall only be effective through the current COVID-19 pandemic and will take precedence over any existing Policy on the same or similar subject, unless determined otherwise by the Superintendent.

A. NJDOE Guidance – Key Subject Area 1 – Conditions for Learning

    1. Transportation

        a. If the school district is providing transportation services on a district-owned school bus, but is unable to maintain social distancing, a face covering must be worn upon entering the school bus by all students who are able to do so in accordance with A.2.c. below.

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

        b. The school district shall use best practices for cleaning and disinfecting district-owned school buses and other transportation vehicles in accordance with A.3. below.

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c. District-employed school bus drivers and aides on district-owned school buses shall practice all safety actions and protocols as indicated for other school staff.

d. If the school district is using contracted transportation services, the contractor shall ensure all Board of Education safety actions and protocols are followed by the contractor and its employees and/or its agents.

[See Policy Guide 1648 – Appendix C for the protocols/procedures for "Transportation" which is also included in the school district's Restart and Recovery Plan.]

2. Screening, Personal Protective Equipment (PPE), and Response to Students and Staff Presenting Symptoms

a. The school district shall screen students and employees upon arrival to a school building or work location for COVID-19 symptoms and a history of exposure.

(1) School staff must visually check students and employees 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) The screening protocol will take into account students and employees with disabilities and accommodations that may be needed in the screening process for those students and employees.

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

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

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

(1)   If a visitor refuses to a wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility may be denied.

c.   Face coverings will be required for all students at all times while inside a school building regardless of social distancing unless doing so would inhibit the individual's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

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

d.   Exceptions to the Requirement for Face Coverings

(1)   Doing so would inhibit the individual's health.

(2)   The individual is in extreme heat outdoors.

(3)   The individual is in water.

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

(5)   The student is under the age of two and could risk suffocation.

[See Policy Guide 1648 – Appendix E for the protocols/procedures for "Screening, PPE, and Response to Students and Staff Presenting Symptoms" which is also included in the school district's Restart and Recovery Plan.]

3.   Facilities Cleaning Practices

a.   The school district must continue to adhere to existing required facilities cleaning practices and procedures and any new specific requirements of the local health department as they arise.

b.   A procedure manual must be developed to establish cleaning and disinfecting schedules for schools and school equipment, targeted areas to be cleaned, and methods and materials to be used.

[See Policy Guide 1648 – Appendix G for the protocols/procedures for – "Facilities Cleaning Practices" which is also included in the school district's Restart and Recovery Plan.]

4.   Wraparound Supports

a.   Mental Health Supports

The school district's approach to student mental health supports will be affected by the learning environment in place at the beginning of the school year. If in-person instruction is not feasible, the district must find other ways to assess and monitor students' mental health.

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[See Policy Guide 1648 – Appendix K for the protocols/procedures for "Academic, Social, and Behavioral Supports" which is also included in the school district's Restart and Recovery Plan.]

5. Contact Tracing

a. Upon notification that a resident has tested positive for COVID-19, the local health department will call the school district to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least ten minutes.

b. The school district shall assist the local health department in conducting contact tracing activities, including ongoing communication with the identified individual and/or their contacts.

c. The school district shall ensure adequate information and training is provided to the staff as necessary to enable staff to carry out responsibilities assigned to them.

d. A staff liaison(s) shall be designated by the Superintendent or designee and shall be responsible for providing notifications and carrying out other components that could help ensure notifications are carried out in a prompt and responsible manner.

e. School districts shall allow staff, students, and families to self-report symptoms and/or suspected exposure.

[See Policy Guide 1648 – Appendix F for the protocols/procedures for "Contact Tracing" which is also included in the school district's Restart and Recovery Plan.]

B. NJDOE Guidance – Key Subject Area 2 – Leadership and Planning

1. Scheduling

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a. The school district's Plan must account for resuming in-person instruction and shall provide steps to shift back to virtual learning models if circumstances change and in-person instruction guidelines can no longer be followed.

b. The school district's Plan accommodates opportunities for both synchronous and asynchronous instruction, while ensuring requirements for a 180-day school year are met.

c. The school district recognizes special populations will require unique considerations to ensure the continuity of learning as well as the health and safety of students and staff within the least restrictive environment.

(1) Special Education and English Language Learners (ELL)

(a) The school district shall provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats in accordance with this Policy.

(b) The school district shall continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

[See Policy Guide 1648 – Appendix N for the protocols/procedures for "Scheduling of Students" which is also included in the school district's Restart and Recovery Plan.]

2. Staffing

a. The school district shall comply with all applicable employment laws when making staffing and scheduling requirements, including, but not limited to, the Americans Disabilities Act (ADA), the Health Insurance Portability

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and Accountability Act (HIPPA), and all applicable State laws.

b. As the school district adjusts schedules, teaching staff members must maintain quality instruction for students pursuant to the minimum requirements set forth in NJDOE regulation.

[See Policy Guide 1648 – Appendix O for the protocols/procedures for "Staffing" which is also included in the school district's Restart and Recovery Plan.]

C. NJDOE Guidance – Key Subject Area 3 – Policy and Funding

1. School Funding

a. Purchasing

The school district may likely need to purchase items not needed in the past and may experience increased demand for previously purchased goods and services to implement the Plan. The school district shall continue to comply with the provisions of the "Public School Contracts Law", N.J.S.A. 18A:18A-1 et seq.

b. Use of Reserve Accounts, Transfers, and Cashflow

The school district shall apply for the approval from the Commissioner of Education, prior to performing certain budget actions, such as withdrawing from the emergency reserve account or making transfers that cumulatively exceed ten percent of the amount originally budgeted.

c. Costs and Contracting

The school district shall follow all New Jersey State laws and regulations applicable to local school districts for purchasing when procuring devices and connectivity or any technology related item.

D. NJDOE Guidance – Key Subject Area 4 – Continuity of Learning

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

   a.   The school district shall continue to meet their obligations to students with disabilities to the greatest extent possible.

2.   Professional Learning

   a.   The school district shall prepare and support teaching staff members in meeting the social, emotional, health, and academic needs of all students throughout the implementation of the Plan.

      (1)   Professional Learning

         (a)   The school district shall grow each teaching staff member's professional capacity to deliver developmentally appropriate standards-based instruction remotely.

      (2)   Mentoring and Induction

         (a)   The school district shall ensure:

            (i)   All novice provisional teachers new to the district be provided induction;

            (ii)   One-to-one mentoring is provided to novice provisional teachers by qualified mentors;

            (iii) Mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment;

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(iv) Mentoring is provided in both hybrid and fully remote learning environments and that mentors and provisional teachers will agree upon scheduling, structure, and communication strategies they will use to maintain the mentoring experience; and

(v) The use of online collaborative tools for school staff to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

(3) Evaluation

(a) The school district has considered the requirements and best practices with provisional status teachers, nontenured educators, and those on Corrective Action Plans (including extra observations, extra observers, assuring more frequent feedback and face-to-face).

3. Career and Technical Education (CTE)

a. The school district shall implement innovative learning models for new learning environments regarding CTE.

b. Quality CTE Programs

The school district shall ensure students have access to appropriate industry-recognized, high-value credentials.

c. Work-Based Learning

The school district will ensure students are provided the opportunity to participate in safe work-based learning,

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either remotely (simulations, virtual tours, etc.) or in-person.

New Jersey Department of Education "The Road Back – Restart and Recovery Plan for Education"

Adopted:

Appendices

The school district must attach Appendices C, E, F, G, K, N, and O from the district's Restart and Recovery Plan here as required by this Policy 1648.

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Appendix C

Critical Area of Operation #3 – Transportation

School Buses

- Social distancing practices must be maintained on school buses to the maximum extent possible. Students on regular 54 passenger school buses will be seated to provide as much distance from one another as possible.
- School vans will be equipped with New Jersey Motor Vehicle Agency approved soft plastic seat dividers.
- School buses will have visual cues regarding hand sanitizing and the wearing of face coverings.
- Students, bus drivers, and any other staff member must wear a face covering upon entering the school bus, unless a student is unable to wear a face mask or doing so would inhibit the individual's health. Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.
- School buses will be disinfected twice each day. School buses shall be cleaned and sanitized including seats, windows, rails, and highly touched surfaces twice per day. There will be a two-step process for cleaning and disinfecting school buses. School buses will first be cleaned with an all purpose cleaner to remove dirt and germs from surfaces. School buses will then be disinfected to kill the remaining germs using EPA-approved sanitizing agents. The sanitizing agents used are limited to the following, which are on the U.S. EPA's list of products that have been shown to be effective against COVID-19: Bioesque Botanical Disinfectant. The manufacturer's instructions for all cleaning and disinfection products, e.g., concentration, application method, and contact time, etc., shall be used. Each bus driver and/or person responsible for cleaning and disinfecting the bus must be trained and demonstrate an understanding of the established protocols that must be taken to properly clean and sanitize the bus. Topics of training may include proper use of cleaning and disinfecting agents, the cleaning schedule for various surfaces, and safety precautions that need to be taken, e.g., ensuring adequate ventilation while cleaning and sanitizing. Each bus driver and/or person responsible for cleaning and sanitizing the bus shall complete and sign the attached *Cleaning and Disinfecting School Bus Checklist* each day certifying that the required process was completed before each route.
- Hand sanitizer will be made available at the school bus entrance for use when boarding.
- Windows will be opened, whenever possible.

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- Signs will be displayed on the bus to reinforce social distancing and hygiene rules, such as staying home when sick, covering coughs and sneezes, washing hands often, and avoiding touching eyes, nose, and mouth.

Personal Protective Equipment

- Personal Protective Equipment (PPE) (e.g., face coverings, face shields, disposable latex gloves and disinfectant) will be provided to each driver and staff member who is required to wear them.

Students

- Prior to boarding the school bus, a staff member will use a temporal infrared thermometer to record the temperature of each student. Any student found to have a temperature of 100 degrees Fahrenheit or higher will be prevented from boarding the school bus.
- Students who have been determined to have a temperature of 100 degrees or greater will either be asked to return home, or brought on a separate school bus to the child's school. Once the child arrives at the school, they wait in the school's clean room until they are picked up by a parent.
- To limit possible physical interaction among students, students will board the school bus by filling the back rows first, and then progressing forward. When leaving the bus, students should exit in the opposite order.
- Students will have assigned seating on the bus.
- Each student is required to wear a face covering at all times while riding the bus unless a student has a documented medical reason to not wear a face covering. Students will ride in the van

Staff

- A staff member will accompany the bus driver on all transportation routes to ensure safety and social distancing, when possible.
- Bus drivers shall practice all safety actions and protocols as indicated for other staff, e.g., hand hygiene and face coverings.
- Bus drivers will be screened before their shift begins pursuant to the District's policy for health screening employees.
- Bus drivers will be reminded to implement certain personal hygiene actions, e.g. frequent hand washing, and be afforded the opportunity to do so, such as, having sufficient time between routes.

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LACEY TOWNSHIP SCHOOL DISTRICT
CLEANING AND DISINFECTING SCHOOL BUS CHECKLIST DURING COVID-19

Please check off when completed and sign.

Driver:	_____
Bus No.:	_____
Date:	_____

CLEAN AND DISINFECT THE FOLLOWING PURSUANT TO SCHOOL BUS PROTOCOLS DURING COVID-19:

Before Operating Vehicle:
____ Inside and Outside of Door (students touching points)
____ Door Hardware including the Driver's Door Opening Panel
____ All Seats Front and Back
____ All Seat Belts & Buckle Guards
____ All Windows and Window Frames
____ Side Walls of Bus at Each Seat
____ Wheelchair Lift Frame and Contact Points of Seat Belt
____ Tie Downs for Wheelchair
____ Car Seats or Booster Seats
____ Harness Contact Points
____ Steering Wheel and All Drivers Touch Points

During Operation Monitor Students:
____ Social Distance pursuant to the District's School Bus Protocols During COVID-19
____ Wearing Mask
____ Physical Illness Signs

SIGNATURE: _____

AFTER THE LAST ROUTE OF THE DAY:
____ Inside and Outside of Door (students touching points)
____ Door Hardware including the Driver's Door Opening Panel
____ All Seats Front and Back
____ All Seat Belts & Buckle Guards
____ All Windows and Window Frames
____ Side Walls of Bus at Each Seat
____ Wheelchair Lift Frame and Contact Points of Seat Belt
____ Tie Downs for Wheelchair
____ Car Seats or Booster Seats
____ Harness Contact Points
____ Steering Wheel and All Drivers Touch Points
____ Clean and Sweep Inside of Bus

SIGNATURE: _____

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Appendix E

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

Screening Procedures for Students and Staff
- Staff, students, and visitors will be screened for entry into the school building.
- Staff will enter through designated locations and answer questions related to symptoms and history of exposure.
  - Staff found to have a fever 100 or greater will immediately be sent home.
  - Staff who pass the screening procedures will report directly to their homeroom/first period locations.
- Staff will be required to wear face coverings while entering or exiting the building.
- Students who are transported by bus will receive a temperature check prior to boarding the bus and will be visually checked for symptoms of COVID-19.
  - Prior to boarding the school bus, a staff member will use a temporal infrared thermometer to record the temperature of each student. Any student found to have a temperature of 100 degrees Fahrenheit or higher will be prevented from boarding the school bus. That student will either be asked to return home, or brought on a separate school bus to the child's school. Once the child arrives at the school, they wait in the school's clean room until they are picked up.
  - Students who pass the screening procedures will then arrive at school and will report directly to their homeroom/first period locations utilizing a specified entrance.
- Students who arrive at school utilizing their own transportation will enter the building through a designated entrance that is separate from the bus entrance. Students will be temperature checked and visually checked for symptoms of COVID-19.
  - Students found to have a fever of 100 or greater will immediately be escorted to a clean room and parents will be contacted to pick up their child.
  - Students who pass the screening procedures will then arrive at school and will report directly to their homeroom/ first period locations.
- Students with disabilities may need to be provided accommodations during the screening process.
- Every effort will be made to maintain proper physical distancing at the designated entrances (6ft. apart). Face coverings must be worn by students when being transported and entering and exiting the buildings.

Protocols for Symptomatic Students and Staff
- All positive COVID-19 tests will be documented and accounted for.
- A student or staff member who has signs or symptoms related to COVID-19:

- o will be immediately isolated from others and be sent home.
- o must self-quarantine for 14 days and contact their doctor for instructions.
- o must get clearance from their doctor to return to school or work.
- A student or staff member who presents with a positive COVID-19 test:
  - o must self-isolate for 14 days and contact their doctor for instructions.
  - o must get clearance from their doctor to return to school or work.

Protocols for Face Coverings

- School staff and visitors are required to wear face coverings unless:
  - o doing so would inhibit the individual's health;
  - o the individual is under the age of two;
  - o the individual is in extreme heat outdoors;
  - o the individual is in water.
- If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility may be denied.

- **Staff**
  - o All staff members will be provided with the following on September 1, 2020 when they report to work for the 2020-2021 school year:
    - One face shield
    - One washable face covering
      - Staff will be responsible for laundering their face covering
    - Gloves will be available upon request
  - o Face coverings will be required for all staff at all times while inside a school building regardless of social distancing unless doing so would inhibit the individual's health.
  - o Staff must wear face coverings while entering and exiting the building.

- **Students**
  - o Students will be provided with the following:
    - One washable face covering
      - Parents may provide additional face coverings and are responsible for the laundering of face coverings
    - Students are required to wear their washable face coverings on the bus ride into school in the morning, and on the bus ride home.
    - Face coverings will be required for all students at all times while inside a school building regardless of social distancing unless doing so would inhibit the individual's health. The updated guidance from NJDOE on face coverings for students will also include several exceptions to this standard including an exception for certain students with disabilities.
  - o Face coverings will need to be washed often. It is recommended that parents purchase additional face coverings to assist with keeping them clean.

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Critical Area of Operation #6 - Contact Tracing

- Contact tracing will be conducted for close contacts (any individual within 6 feet of an infected person for at least 10 minutes without a face covering) of laboratory-confirmed or probable COVID-19 patients.
- Remote communications for the purposes of case investigation and contact tracing should be prioritized; in-person communication may be considered only after remote options have been exhausted.
- Testing is recommended for all close contacts of confirmed or probable COVID-19 patients.
- Those contacts who test positive (symptomatic or asymptomatic) should be managed as a confirmed COVID-19 case.
- Asymptomatic contacts testing negative should self-quarantine for 14 days from their last exposure (i.e., close encounter with confirmed or probable COVID-19 case)
- If testing is not available, symptomatic close contacts should self-isolate and be managed as a probable COVID-19 case.
- If testing is not available, asymptomatic close contacts should self-quarantine and be monitored for 14 days after their last exposure, with linkage to clinical care for those who develop symptoms.
- Contact Tracing for the Lacey Township School District will be led by members of the school district administrative team along with each of the six school nurses. These individuals will complete the Johns Hopkins Contact Tracing Course by the start of the 2020-2021 school year.
- Contract tracing will include students, building staff, cafeteria and custodial staff.
- All contact tracing for students and staff who have a positive COVID-19 test or probable COVID 19 exposure will be in consultation with the Ocean County Department of Health following all applicable privacy laws.

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Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

The following protocols have been established regarding the cleaning and disinfecting of school buildings and school equipment:

Personal Protective Equipment

- Personal Protective Equipment (PPE) (e.g., face coverings, disposable latex gloves and disinfectant) will be provided for all custodians.
- In addition, EPA-approved hand sanitizer and disposable wipes will be provided in classrooms to instructional staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use.

Cleaning and Disinfecting

- All cleaning and disinfecting products used in the school buildings are used according to the directions on the label and the manufacturer's instructions.
- Safety Data Sheets (SDS) are available for all products and may be found on the facilities section of the district website.
- When used, custodians will ensure appropriate ventilation in order to protect students and staff.
- When not in use, cleaning and disinfecting products will be securely stored away from students and staff.

Daily Responsibilities

- First Shift:
    - Custodians will begin the day by cleaning and disinfecting all touchpoints on entry doors and refilling all hand sanitizer dispensers.
    - In addition to their traditional cleaning protocols, custodians will pay specific attention to cleaning and sanitizing frequently touched areas which include:
        - Classroom desks and chairs
        - Lunchroom tables and chairs
        - Door handles and push plates
        - Handrails
        - Kitchens and bathrooms
        - Light switches
        - Handles on equipment (e.g. athletic equipment)
        - Buttons on vending machines and elevators
        - Shared telephones
        - Shared desktops

- Shared computer keyboards and mice

- Second Shift:
    - In addition to their traditional cleaning protocols, custodians will pay specific attention to cleaning and sanitizing frequently touched areas which include:
        - Classroom desks and chairs
        - Lunchroom tables and chairs
        - Door handles and push plates
        - Handrails
        - Kitchens and bathrooms
        - Light switches
        - Handles on equipment (e.g. athletic equipment)
        - Buttons on vending machines and elevators
        - Shared telephones
        - Shared desktops
        - Shared computer keyboards and mice
    - Second shift custodians will also be responsible for restocking all bathroom soap dispensers, hand sanitizer dispensers, and paper towels.

Bathrooms

- Building administration will limit the number of students who can enter a bathroom at any one time.
- Doors will be propped open to avoid touching handles.
- Each bathroom contains open trash cans to avoid touchpoints.
- Each bathroom contains a hand soap dispenser.
- Each bathroom contains a paper towel dispenser.
- Each bathroom will be cleaned and disinfected between periods protocols outlined by the Environmental Protection Agency (EPA).

Drinking Fountains

- Drinking fountains will be cleaned and sanitized daily.

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Appendix K

Academic, Social, and Behavioral Supports

- Multi-Tiered Systems of Supports (MTSS) is a systematic approach to prevention, intervention, and enrichment in grades Pre-K through twelve for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support. The following programs will be implemented to ensure students receive extra support:
  - Universal Screening Tools
  - I&RS Teams
  - Counseling (Academic, Social, Behavioral)
  - Tiered Interventions
- Wraparound Supports
  - After School Academic Programs
  - Family Engagement
  - Quality Child Care
- Mental Health Supports for Staff (Educator Well-Being)
  - Focus on Self-Care
    - Care for the Caregiver - Parents & Teachers
    - Care for the Caregiver - Administrators & Crisis Teams
    - 5 Strategies for Teacher Self-Care
  - Support for Secondary Trauma
    - Secondary Traumatic Stress
- Mental Health Supports for Students
  - Tier 1 – Prevention and Universal Supports for All Students and Families
    - The district will provide access to resources to self-care, self-help, parent supports, and psychoeducational information.
      - Goals will be focused on:
        - Strengthening skills for emotion regulation
        - Promoting help seeking behaviors
        - Promoting positive habits (self-care, hygiene, safety)
        - Decreasing negative responses (fear, anxiety, etc.)
      - Lesson Plans/Activities (Template)
        - Developing an understanding of the facts about COVID-19
        - Sharing and processing experiences during stay at home
        - Developing strategies to cope with fears, anxiety, etc.
        - Understanding safety measures
      - *Caring School Community Curriculum* (Center for Collaborative Classroom)- K-6

- Continue to utilize a trauma-sensitive and culturally responsive approach to student engagement and support, especially regarding discipline
- SEL will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. Each of the schools will continue or develop efforts to provide Social and Emotional Learning (SEL) programming.
  - NJ Social & Emotional Learning Competencies and Sub-Competencies
- Information will be shared with parents and educators regarding how to identify when a student may be struggling with a mental health issue.

- Tier 2 – More intensive supports (in addition to Tier 1) that will be provided to students who are identified as at-risk for mental health and/or substance abuse
  - School Psychologists, Social Workers, Guidance Counselors, and Student Assistance Counselors will provide support for groups of students who are identified as needing assistance.
  - Families of students identified as at-risk for mental health and/or substance abuse will be provided contact information for local community providers, county resources, and other organizations to enhance Tier 2 supports.
- Tier 3 – Individualized, intensive support for students who are identified as needing mental health and/or substance abuse interventions
  - School Psychologists, Social Workers, Guidance Counselors, and Student Assistance Counselors will provide support for individual students who are identified as needing intensive assistance.
  - Families and students will be connected to individual counseling, family therapy, out-patient programs, or addiction services as needed.

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Appendix N

Scheduling of Students

__The School Day__

Families will have the option to choose between the Hybrid A/B Cohort Model or Full-time Remote Instruction based on the following protocols and procedures.

- The minimum amount of time a student must spend in either model before being eligible to transition will be **one full marking period**. This will allow families/guardians to make the arrangements needed to effectively serve students' home learning needs and will support educators in ensuring continuity of instruction. Marking periods are defined as follows:
  - Marking Period 1 - 9/8/2020 - 11/17/2020
  - Marking Period 2 - 11/18/2020 - 2/2/2021
  - Marking Period 3 - 2/3/2021 - 4/15/2021
  - Marking Period 4 - 4/16/2021 - 6/18/2021

- Families wishing to transition to either the Hybrid A/B Cohort Model or Full-time Remote Instruction after one complete marking period as described above should complete the *Request to Transition Form.*

__The Educational Program__

Option 1 - The Hybrid A/B Cohort Model
Structure

This model will provide students with face-to-face instruction on alternating days. Cohorts will be created based on student surnames, which will accommodate families in having consistent cohort days for multiple children. In essence, the district's entire school population will be divided in half, creating Cohort A (surnames ending A-K) and Cohort B (surnames ending L-Z). As per the illustration below, Cohort A will attend school in person on Monday/Wednesday; Cohort B will attend school in person on Tuesday/Thursday; and cohorts will alternate attending school in person on Friday.

Cohort A	Cohort B	Cohort A	Cohort B	Cohorts Alternate
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
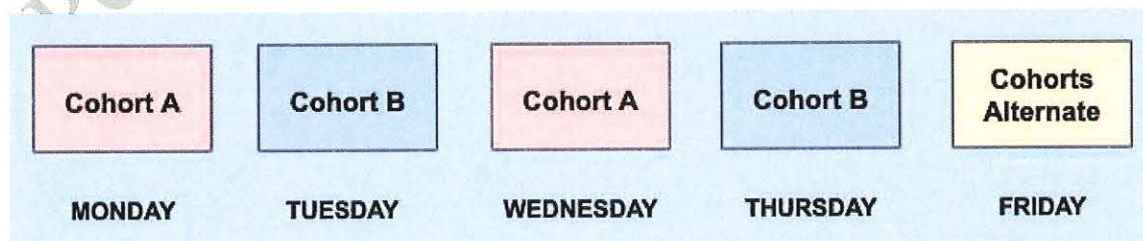
RESTART & RECOVERY PLAN

On the day students are not scheduled to be physically present in the classroom, they will continue with synchronous learning through the use of instructional technology. Students who are home on alternating days or participating in Full-Time Remote-Only Instruction will simultaneously complete the assignment that is being delivered in person using the virtual platform. The will be facilitated by the teachers utilizing either Canvas or Google classroom. In addition, Google Meet will be used to provide live support and structure to the lesson. This approach will be used primarily in grades 5-12. Grades K-4 will utilize Google Classroom, Google Meet, as well as a variety of pre-recorded content to promote the synchronous learning model. If this hybrid model is in place for the entire 2020-2021 school year, it has been calculated that A and B days are balanced with a total of 90 A days and 90 B days.

The Hybrid A/B Cohort Model will allow Lacey Township Schools to operate at 50% capacity. To accommodate additional considerations such as daily prep, daily duty-free lunches and prepare for synchronous lessons that can be accessed remotely and to provide adequate time for cleaning and sanitization protocols for both buildings and transportation, the instructional day will be shortened for High School and Middle School students to a 5 hour day and a 4.5 hour day for the elementary schools (4 hour for Pre-K) as follows:

High School	7:05 am -12:05 am
Middle School	7:30 am - 12:30 pm
Mill Pond	8:30 am - 1:00 pm
Lanoka Harbor	8:55 am - 1:25 pm
Cedar Creek	9:35 am - 2:05 pm
Forked River	10:00 am - 2:30 pm
PreK	8:15 am - 12:15 pm
PreK	9:15 am - 1:15 pm

Option 2 - Full-Time Remote-Only Instruction

Structure

As outlined in the guidance from the New Jersey Department of Education, "A student participating in the board's Full-Time Remote-Only Instruction option must be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in district programs (e.g. students participating in a hybrid model)." Remote instruction components include virtual live check-in sessions paired with

student activities, pre-recorded instruction, and will use the platforms of Google Classroom, Canvas, and Google Meets.

Full-Time Remote-Only Instruction will be structured and interactive and will include:
- Daily, required interactive Google Meet lessons
- Based on a schedule that mirrors an in-person day with attendance required
- Full-Time Remote-Only Instruction students will receive instruction from Lacey Township School District teachers
- Full-Time Remote-Only Instruction teachers will be Lacey Township School district teachers, but may or may not be the same teachers as those providing daily in-person instruction.
- Students on Full-Time Remote-Only Instruction will be eligible to participate in sports and extracurricular activities.

In order to opt your child into the Full-Time Remote-Only Instruction option, the parent/guardian must complete the Return to School Commitment Form (click here). **The request can be made no later August 9, 2020**.

Families who choose the Full-Time Remote-Only Instruction option must remain in this option until the end of the first marking period (Nov 17, 2020). Families wishing to transition to either the Hybrid A/B Cohort Model or Full-Time Remote-Only Instruction option after one complete marking period will be required to complete the *Request to Transition Form*, which will be available on our website.

RESTART & RECOVERY PLAN

Schedules and Instructional Time Blocks for Hybrid A/B and Full-Time Remote-Only Instruction

Grades 9-12 - Daily Schedule

Time	Monday (A Day)	Tuesday (B Day)	Wednesday (A Day)	Thursday (B Day)	Friday (A or B Day)
Block #1 7:05am- 8:20am	**A Day Students:** Face to Face with Teacher **B Day & Remote-Only:** Students log in to classroom virtually at designated times and complete all work in Canvas	**B Day Students:** Face to Face with Teacher **A Day & Remote-Only:** Students log in to classroom virtually at designated times and complete all work in Canvas	**A Day Students:** Face to Face with Teacher **B Day & Remote-Only:** Students log in to classroom virtually at designated times and complete all work in Canvas	**B Day Students:** Face to Face with Teacher **A Day & Remote-Only:** Students log in to classroom virtually at designated times and complete all work in Canvas	**A or B Day Students:** Face to Face with Teacher **A or B Day & Remote-Only:** Students log in to classroom virtually at scheduled time and complete all work in Canvas
Block #2 8:23am- 9:35am	**A Day Students:** Face to Face with Teacher **B Day and Remote-Only:** Students log in to classroom virtually at designated times and complete all	**B Day Students:** Face to Face with Teacher **A Day and Remote-Only:** Students log in to classroom virtually at designated times and complete all	**A Day Students:** Face to Face with Teacher **B Day and Remote-Only:** Students log in to classroom virtually at designated times and complete all	**B Day Students:** Face to Face with Teacher **A Day and Remote-Only:** Students log in to classroom virtually at designated times and complete all	**A or B Day Students:** Face to Face with Teacher **A or B Day & Remote-Only:** Students log into classroom virtually at scheduled time and complete all

RESTART & RECOVERY PLAN

	work in Canvas	work in Canvas	work in Canvas	work in Canvas	work in Canvas
Block #3 9:38am-10:50am	**A Day Students:** Face to Face with Teacher **B Day and Remote-Only:** Students log in to classroom virtually at designated times and complete all work in Canvas	**B Day Students:** Face to Face with Teacher **A Day and Remote-Only:** Students log in to classroom virtually at designated times and complete all work in Canvas	**A Day Students:** Face to Face with Teacher **B Day and Remote-Only:** Students log in to classroom virtually at designated times and complete all work in Canvas	**B Day Students:** Face to Face with Teacher **A Day and Remote-Only:** Students log in to classroom virtually at designated times and complete all work in Canvas	**A or B Day Students:** Face to Face with Teacher **A or B Day & Remote-Only:** Students log into classroom virtually at scheduled time and complete all work in Canvas
Block #4 10:53am-12:05am	**A Day Students:** Face to Face with Teacher **B Day and Remote-Only:** Students log in to classroom virtually at designated	**B Day Students:** Face to Face with Teacher **A Day and Remote-Only:** Students log in to classroom virtually at designated	**A Day Students:** Face to Face with Teacher **B Day and Remote-Only:** Students log in to classroom virtually at designated	**B Day Students:** Face to Face with Teacher **A Day and Remote-Only:** Students log in to classroom virtually at designated	**A or B Day Students:** Face to Face with Teacher **A or B Day & Remote-Only:** Students log into classroom virtually at scheduled

RESTART & RECOVERY PLAN

	times and complete all work in Canvas	times and complete all work in Canvas	times and complete all work in Canvas	times and complete all work in Canvas	time and complete all work in Canvas

Grades 9-12 - Sample Instructional Time Blocks (A/B and Full-Time Remote-Only Instruction Students)

Time Frame (approx)	Lesson Components	Platform
20 minutes	**All students:** Attendance Lesson Goals & Objectives Rapport Building Activity(s)	**Face to Face Students:** Receive in-person instruction **Remote students:** Log into classroom via Google Meet
40 minutes	**Face-to-Face Students:** In class activity small group assignments / assessment **A or B Students at home and Remote-Only Students:** Online Assignment/ activity	**Face-to-Face students:** Receive in-person instruction **A Day or B Day Students at home and Remote-Only Students:** Pre-recorded videos and instruction located in Canvas Learning Platform
15 minutes	**All Students:** Interactive summary and closure	**Face to Face Students:** Receive in-person instruction **A or B Students at home and Remote-Only Students:** Summary activity located in Canvas, live discussion board, Google Meet with entire class

RESTART & RECOVERY PLAN

<u>**Grades 7-8 - Daily Schedule**</u>

Time	Monday (A Day)	Tuesday (B Day)	Wednesday (A Day)	Thursday (B Day)	Friday (A or B Day)
Block #1 **7:36 am- 8:48 am**	**A Day Students:** Face to Face with Teacher **B Day & Remote-Only:** Students log into classroom virtually at designated times and complete all work in Canvas	**B Day Students:** Face to Face with Teacher **A Day & Remote-Only:** Students log into classroom virtually at designated times and complete all work in Canvas	**A Day Students:** Face to Face with Teacher **B Day & Remote-Only:** Students log into classroom virtually at designated times and complete all work in Canvas	**B Day Students:** Face to Face with Teacher **A Day & Remote-Only:** Students log into classroom virtually at designated times and complete all work in Canvas	**A/B Day Students:** Face to Face with Teacher **A or B Day & Remote-Only:** Students log into classroom virtually at scheduled time and complete all work in Canvas
Block #2 **8:50 am- 10:02 am**	**A Day Students:** Face to Face with Teacher **B Day and Remote-Only:** Students log into classroom virtually at designated times and	**B Day Students:** Face to Face with Teacher **A Day and Remote-Only:** Students log into classroom virtually at designated times and	**A Day Students:** Face to Face with Teacher **B Day and Remote-Only:** Students log into classroom virtually at designated times and	**B Day Students:** Face to Face with Teacher **A Day and Remote-Only:** Students log into classroom virtually at designated times and	**A or B Day Students:** Face to Face with Teacher **A or B Day & Remote-Only:** Students log into classroom virtually at scheduled time and

	complete all work in Canvas	complete all work in Canvas	complete all work in Canvas	complete all work in Canvas	complete all work in Canvas
Block #3 **10:04 am-11:16 am**	**A Day Students:** Face to Face with Teacher **B Day and Remote-Only:** Students log into classroom virtually at designated times and complete all work in Canvas	**B Day Students:** Face to Face with Teacher **A Day and Remote-Only:** Students log into classroom virtually at designated times and complete all work in Canvas	**A Day Students:** Face to Face with Teacher **B Day and Remote-Only:** Students log into classroom virtually at designated times and complete all work in Canvas	**B Day Students:** Face to Face with Teacher **A Day and Remote-Only:** Students log into classroom virtually at designated times and complete all work in Canvas	**A or B Day Students:** Face to Face with Teacher **A or B Day & Remote-Only:** Students log into classroom virtually at scheduled time and complete all work in Canvas
Block #4 **11:18 am-12:30 am**	**A Day Students:** Face to Face with Teacher **B Day and Remote-Only:** Students log into classroom virtually at designated times and	**B Day Students:** Face to Face with Teacher **A Day and Remote-Only:** Students log into classroom virtually at designated times and	**A Day Students:** Face to Face with Teacher **B Day and Remote-Only:** Students log into classroom virtually at designated times and	**B Day Students:** Face to Face with Teacher **A Day and Remote-Only:** Students log into classroom virtually at designated times and	**A or B Day Students:** Face to Face with Teacher **A or B Day & Remote-Only:** Students log into classroom virtually at scheduled time and

	complete all work in Google Classroom	complete all work in Google Classroom	complete all work in Google Classroom	complete all work in Google Classroom	complete all work in Google Classroom

Grades 7-8 - Sample Instructional Time Blocks (A/B and Full-Time Remote-Only Instruction Students)

Time Frame	Lesson Components	Platform
20 minutes	**All students:** Attendance Lesson Goals & Objectives Rapport Building Activity(s)	**Face to Face Students:** Receive in-person instruction **Remote students:** Log into classroom via Google Meet
40 minutes	**Face-to-Face Students:** In class activity small group assignments / assessment **A or B Students at home and Remote-Only Students:** Online Assignment/ activity	**Face-to-Face students:** Receive in-person instruction **A Day or B Day Students at home and Remote-Only Students:** Pre-recorded videos and instruction located in Google Classroom Learning Platform
15 minutes	**All Students:** Interactive summary and closure	**Face to Face Students:** Receive in-person instruction **A or B Students at home and Remote-Only Students:** Summary activity located in Google Classroom, live discussion board, Google Meet with entire class

RESTART & RECOVERY PLAN

Grades 5-6 - Daily Schedule

Time	Monday (A Day)	Tuesday (B Day)	Wednesday (A Day)	Thursday (B Day)	Friday (A or B Day)
ELA Instructional Block **Approx. 70 minutes**	**A Day Students:** Face to Face with Teacher **B Day & Remote-Only:** Students log into classroom virtually at designated times and complete all work in Google Classroom	**B Day Students:** Face to Face with Teacher **A Day & Remote-Only:** Students log into classroom virtually at designated times and complete all work in Google Classroom	**A Day Students:** Face to Face with Teacher **B Day & Remote-Only:** Students log into classroom virtually at designated times and complete all work in Google Classroom	**B Day Students:** Face to Face with Teacher **A Day & Remote-Only:** Students log into classroom virtually at designated times and complete all work in Google Classroom	**A/B Day Students:** Face to Face with Teacher **A or B Day & Remote-Only:** Students log into classroom virtually at scheduled time and complete all work in Google Classroom
Math Instructional Block **Approx. 70 minutes**	**A Day Students:** Face to Face with Teacher **B Day and Remote-Only:** Students log in to classroom virtually at designated	**B Day Students:** Face to Face with Teacher **A Day and Remote-Only:** Students log in to classroom virtually at designated	**A Day Students:** Face to Face with Teacher **B Day and Remote-Only:** Students log in to classroom virtually at designated	**B Day Students:** Face to Face with Teacher **A Day and Remote-Only:** Students log in to classroom virtually at designated	**A or B Day Students:** Face to Face with Teacher **A or B Day & Remote-Only:** Students log into classroom virtually at scheduled

	times and complete all work in Google Classroom	times and complete all work in Google Classroom	times and complete all work in Google Classroom	times and complete all work in Google Classroom	time and complete all work in Google Classroom
Science/Social Studies Instructional Block **Approx. 30 minutes**	**A Day Students:** Face to Face with Teacher **B Day and Remote-Only:** Students log in to classroom virtually at designated times and complete all work in Google Classroom	**B Day Students:** Face to Face with Teacher **A Day and Remote-Only:** Students log in to classroom virtually at designated times and complete all work in Google Classroom	**A Day Students:** Face to Face with Teacher **B Day and Remote-Only:** Students log in to classroom virtually at designated times and complete all work in Google Classroom	**B Day Students:** Face to Face with Teacher **A Day and Remote-Only:** Students log in to classroom virtually at designated times and complete all work in Google Classroom	**A or B Day Students:** Face to Face with Teacher **A or B Day & Remote-Only:** Students log into classroom virtually at scheduled time and complete all work in Google Classroom
Specials **Approx. 30 minutes**	**A Day Students:** Face to Face with Teacher **B Day and Remote-Only:** Students log in to classroom virtually at designated	**B Day Students:** Face to Face with Teacher **A Day and Remote-Only:** Students log in to classroom virtually at designated	**A Day Students:** Face to Face with Teacher **B Day and Remote-Only:** Students log in to classroom virtually at designated	**B Day Students:** Face to Face with Teacher **A Day and Remote-Only:** Students log in to classroom virtually at designated	**A or B Day Students:** Face to Face with Teacher **A or B Day & Remote-Only:** Students log into classroom virtually at scheduled

times and complete all work in Google Classroom	times and complete all work in Google Classroom	times and complete all work in Google Classroom	times and complete all work in Google Classroom	time and complete all work in Google Classroom

Grades 5-6 - Sample Instructional Time Blocks (A/B and Full-Time Remote-Only Instruction Students) ~ ELA/Math

Time Frame	Lesson Component	Platform
5-10 minute	**All Students** • Attendance • Setting goals/objectives for the lesson • Warm Up/Do Now	**Face to Face Students:** Receive in-person instruction **Remote students:** Log into classroom via Google Meet
10-15 minutes	**All Students** Direct Instruction	**Face-to-Face students:** Receive in-person instruction **A Day or B Day Students at home and Remote-Only Students:** Pre-recorded videos and instruction located in Google Classroom Learning Platform
35-40 minutes	**All Students** Workshop Model: • Small Group Instruction • Independent Practice • Skills Centers • Remediation/Enrichment	**Face to Face Students:** Receive in-person instruction **A or B Students at home and Remote-Only Students:** Activities outlined on Google Classroom
20	**All Students** • Interactive Lesson Closure • Assessment/Exit Ticket	**Face to Face Students:** Receive in-person instruction **A or B Students at home and Remote-Only Students:** Activities outlined on Google Classroom

RESTART & RECOVERY PLAN

Grades 5-6 ~ Sample Instructional Time Blocks ~ A/B and Full-Time Remote-Only Instruction Students ~ Science/Social Studies/Special (approximately 30 minutes)

Time Frame	Lesson Component	Platform
2-3 minute	**All Students** • Attendance • Setting goals/objectives for the lesson • Warm Up/Do Now	**Face to Face Students**: Receive in-person instruction **Remote students:** Log into classroom via Google Meet
25 minutes	**All Students** • Instruction • Activity • Student Assessment	**Face to Face Students**: Receive in-person instruction **A or B Students at home and Remote-Only Students:** Pre-recorded lesson and activities outlined on Google Classroom
2-3	**All Students** • Interactive Lesson Closure • Assessment/Exit Ticket	**Face to Face Students:** Receive in-person instruction **A or B Students at home and Remote-Only Students:** Activities outlined on Google Classroom

RESTART & RECOVERY PLAN

K-4 Instructional Time Blocks

Time	Monday (A Day)	Tuesday (B Day)	Wednesday (A Day)	Thursday (B Day)	Friday (A or B Day)
Block #1 **ELA** **Approx.** **80 minutes**	**A Day Students:** Face to Face with Teacher **B Day & Remote-Only:** Students log in to classroom virtually at designated times and complete all work in Google Classroom	**B Day Students:** Face to Face with Teacher **A Day & Remote-Only:** Students log in to classroom virtually at designated times and complete all work in Google Classroom	**A Day Students:** Face to Face with Teacher **B Day & Remote-Only:** Students log in to classroom virtually at designated times and complete all work in Google Classroom	**B Day Students:** Face to Face with Teacher **A Day & Remote-Only:** Students log in to classroom virtually at designated times and complete all work in Google Classroom	**A/B Day Students:** Face to Face with Teacher **A or B Day & Remote-Only:** Students log into classroom virtually at scheduled time and complete all work in Google Classroom
Block #2 **Math** **Approx.** **80 minutes**	**A Day Students:** Face to Face with Teacher **B Day and Remote-Only:** Students log in to classroom virtually at designated times and complete all	**B Day Students:** Face to Face with Teacher **A Day and Remote-Only:** Students log in to classroom virtually at designated times and complete all	**A Day Students:** Face to Face with Teacher **B Day and Remote-Only:** Students log in to classroom virtually at designated times and complete all	**B Day Students:** Face to Face with Teacher **A Day and Remote-Only:** Students log in to classroom virtually at designated times and complete all	**A or B Day Students:** Face to Face with Teacher **A or B Day & Remote-Only:** Students log into classroom virtually at scheduled time and complete all

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	work in Google Classroom	work in Google Classroom	work in Google Classroom	work in Google Classroom	work in Google Classroom
Block #3 Science /Social Studies **Approx. 30 minutes**	**A Day Students:** Face to Face with Teacher **B Day and Remote-Only:** Students log in to classroom virtually at designated times and complete all work in Google Classroom	**B Day Students:** Face to Face with Teacher **A Day and Remote-Only:** Students log in to classroom virtually at designated times and complete all work in Google Classroom	**A Day Students:** Face to Face with Teacher **B Day and Remote-Only:** Students log in to classroom virtually at designated times and complete all work in Google Classroom	**B Day Students:** Face to Face with Teacher **A Day and Remote-Only:** Students log in to classroom virtually at designated times and complete all work in Google Classroom	**A or B Day Students:** Face to Face with Teacher **A or B Day & Remote-Only:** Students log into classroom virtually at scheduled time and complete all work in Google Classroom
Block #4 Specials **Approx. 30 minutes**	**A Day Students:** Face to Face with Teacher **B Day and Remote-Only:** Students log in to classroom virtually at designated times and	**B Day Students:** Face to Face with Teacher **A Day and Remote-Only:** Students log in to classroom virtually at designated times and	**A Day Students:** Face to Face with Teacher **B Day and Remote-Only:** Students log in to classroom virtually at designated times and	**B Day Students:** Face to Face with Teacher **A Day and Remote-Only:** Students log in to classroom virtually at designated times and	**A or B Day Students:** Face to Face with Teacher **A or B Day & Remote-Only:** Students log into classroom virtually at scheduled time and

	complete all work in Google Classroom	complete all work in Google Classroom	complete all work in Google Classroom	complete all work in Google Classroom	complete all work in Google Classroom

Grades K-4 ~ Sample Instructional Time Blocks (A/B and Full-Time Remote-Only Instruction Students) ~ ELA and Math

Time Frame	In-Person Learning Cohort	At-Home and Full-Time Remote-Only Instruction Cohort
10 minutes	Attendance and SEL Morning Meeting	**Face to Face Students:** Receive in-person instruction **Remote students:** Log into Google Meet for attendance and rapport building activities for all students
10-20 minutes	Direct Instruction and Mini Lesson	**Face-to-Face students:** Receive in-person instruction **A Day or B Day Students at home and Remote-Only Students:** Pre-recorded videos and instruction in Google Classroom Learning Platform
15-30 minutes	Workshop Model (Daily 5): • Small Group Instruction • Independent Practice • Skills Centers • Remediation/Enrichment	**Face-to-Face students:** Receive in-person instruction **A Day or B Day Students at home and Remote-Only Students:** Discussion boards Independent Practice BSI Small Group Google Meet
10-20 minutes	Review, Clarification and Reinforcement	**Face-to-Face students:** Receive in-person instruction **A Day or B Day Students at home and Remote-Only Students:** Pearson support videos Additional content area resources

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Science / Social Studies / Special Instructional Areas

Time Frame	In-Person Learning Cohort	At-Home Full-Time Remote-Only Instruction Cohort
5 minute	Attendance Setting goals/objectives for the lesson	Google Classroom Introductory video
20 minutes	Instruction Activity	Pre-recorded lesson Content Area Resources Google Classroom
5 minute	Interactive Lesson Closure Student Assessment	Discussion boards Google Classroom

Considerations for Special Education Students

Families of special education students will have the option of choosing between the Hybrid A/B Cohort Model or the Full-Time Remote-Only Instruction models. Students who receive instruction in self-contained classrooms for Multiple Disabilities, Behavioral Disabilities, and Autism will have the opportunity to attend school every day. The instructional day will be structured in accordance with each building's schedule. This will allow teachers to focus on IEP goals and objectives that cannot be accomplished remotely. Related Service Providers will also have greater flexibility to schedule therapy sessions. All other special education students (LLD, pull-out resource, in-class resource) will follow the Hybrid A/B Cohort model. If families choose the Full-Time Remote-Only Instruction option, all special education and related services will continue to be provided, as appropriate, to the best extent possible.

Families of Preschool and Preschool Disabled students will have the option of choosing between the Hybrid A/B Cohort Model or the Full-Time Remote-Only Instruction models. The typical 2.5 hour program will meet on alternating days with the length of day extended to 4 hours. There will be two preschool sessions per day (8:15-12:15 or 9:15-1:15). Students educated in the Communication and Learning Support classrooms will have the opportunity to attend school every day for 4 hours. The preschool schedule is as follows:

RESTART & RECOVERY PLAN

Times	Monday	Tuesday	Wednesday	Thursday	Friday
8:15 - 12:15 OR 9:15 - 1:15	Cohort A Communication & Learning Support Cohort	Cohort B Communication & Learning Support Cohort	Cohort A Communication & Learning Support Cohort	Cohort B Communication & Learning Support Cohort	Cohort A or B (as per the district calendar) Communication & Learning Support Cohort

RESTART & RECOVERY PLAN

Appendix O

Staffing

- **Roles and Responsibilities**: In a fully in-person/hybrid learning environment the district will leverage staff to stand in doorways between classes to monitor student movement, as well as establish instructional staff and non- instructional support staff schedules to monitor hallway traffic and maintain safety according to guidelines.

- **Instructional Staff Responsibilities:**
  - Reinforce social distancing protocol with students and co-teacher or support staff.
  - Limit group interactions to maintain safety.
  - Support school building safety logistics (entering, exiting, restrooms, etc.).
  - Become familiar with district online protocols and platforms.
  - Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both settings.
  - Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
  - Provide regular feedback to students and families on expectations and progress.
  - Set clear expectations for remote and in-person students.
  - Assess student progress early and often and adjust instruction and/or methodology accordingly.
  - Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
  - Instruct and maintain good practice in digital citizenship for all students and staff.
  - Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
  - Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
  - Providing materials, manipulatives and items for at-home activities at no cost to families (particularly in preschool).
  - Limiting on-line activities for preschool students.

- **Mentor Teacher Responsibilities:**
  - Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.

- o Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
- o Continue to maintain logs of mentoring contact.
- o Mentor teachers should consider all health and safety measures when doing in-person observations.
- o Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- o Consider alternative methods for classroom observations and avoiding in-person contact where possible.

- **Administrator Responsibilities:**
  - o Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
  - o Provide time for staff collaboration and planning (team meetings).
  - o Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment (reading specialist, counselor, ELL teachers, case managers).
  - o Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
  - o Hone collaboration, cooperation and relationship building skills using alternative methods to remain connected to virtual instruction.
  - o Assess teacher, student, and parent needs regularly.
  - o Ensure students and parents receive necessary supports to ensure access to instruction (ie: technology support, hot spots, and devices).
  - o Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
  - o Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
  - o Collaborate on curriculum planning and assessing student academic and social emotional well-being when they return to school.
  - o Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their student's experience and learning while out of school.
  - o Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.

RESTART & RECOVERY PLAN

- Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
- Ensure the Preschool Director/Contact person is involved in the planning so development activities and supports are in place for Preschool and supports transition to kindergarten.

- **Educational Services Staff Responsibilities:**
  - Lead individual or small group instruction/therapies in person or virtual based on need (in person within same cohort following safe protocols)
  - All Child Study Team evaluations in person following safety protocols
  - Assist with the development and implementation of adjusted schedules
  - Support teachers with providing updates to students and families.
  - Support embedding of SEL into lessons.

- **Support Staff Responsibilities:**
  - Reinforce social distancing and safety protocols with students and teachers
  - Support teachers and students with in person and virtual instructional lessons.
  - Implementation of instructional lessons as advised by teacher
  - Support disinfecting/sanitizing of materials as needed
  - Support monitoring of students in hallways, entering, and exiting

- **Substitutes**
  - Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
  - Develop protocols, roles and responsibilities for substitute teachers.

- **Student Teacher Responsibilities:**
  - Survey potential student teachers over the summer to determine technology needs/access.
  - Provide district loaner devices (where possible) or work with partner institutions to provide loaner devices.
  - Prior to the start of the school year, provide district email addresses and access to online platforms
  - Train student teachers to use technology platforms.
  - Communicate district expectations/guidelines regarding professional online etiquette/ interactions with students.

- o Communicate district expectations/guidelines regarding professional online etiquette/ interactions with students.

- **District Responsibilities for Educator Technology Support:**
  - o Designate staff members to provide ongoing support with technology to students, teachers and families.
  - o Develop a schedule, assigning a technology point person to teachers.
  - o Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
  - o To the greatest extent possible, provide district one-to-one instructional devices and connectivity.
  - o Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).

'B2'

POLICY

LACEY TOWNSHIP
BOARD OF EDUCATION

ADMINISTRATION
1648.02/Page 1 of 7
REMOTE LEARNING OPTIONS FOR FAMILIES (M)

1648.02 <u>REMOTE LEARNING OPTIONS FOR FAMILIES</u>

On July 24, 2020, the New Jersey Governor and the Commissioner of Education published a supplemental guidance document titled "Clarifying Expectations Regarding Fulltime Remote Learning Options for Families 2020-2021" as a result of the COVID-19 pandemic. This supplemental guidance includes an additional "anticipated minimum standard," as this phrase is used throughout "The Road Back: Restart and Recovery Plan for Education" (NJDOE Guidance). This additional "anticipated minimum standard" provides that, in addition to the methods and considerations explicitly referenced in the NJDOE Guidance for scheduling students for in-person, remote, or hybrid learning, families/guardians (hereinafter referred to as "parents") may submit, and school districts shall accommodate, requests for full-time remote learning.

Requests for full-time remote learning may include any service or combination of services that would otherwise be delivered to students on an in-person schedule, which may be a hybrid schedule, such as instruction, behavioral and support services, special education, and related services. A parent may request some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the provisions in the school district's Restart and Recovery Plan (Plan) and Policy 1648.

A parent may contact the Principal or designee of the building the student would attend with any questions on: a request to transition from in-person services to full-time remote learning; a request to transition from full-time remote learning to in-person services; the procedures of this Policy; and/or any other information regarding the school district's Plan and Policy 1648.

To ensure clarity and consistency in implementation of full-time remote learning, the Board of Education adopts this Policy that addresses the following:

A.   Unconditional Eligibility for Full-time Remote Learning

      1.   All students are eligible for full-time remote learning.

      a.   Eligibility for full-time remote learning cannot be conditioned on a parent demonstrating a risk of illness or other selective criteria.

POLICY

LACEY TOWNSHIP
BOARD OF EDUCATION

ADMINISTRATION
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REMOTE LEARNING OPTIONS FOR FAMILIES (M)

b.   Unconditional eligibility for full-time remote learning includes students with disabilities who attend in-district schools or receiving schools (county special services school districts, educational services commissions, jointure commissions, Katzenbach School for the Deaf, regional day schools, college operated programs, and approved private schools for students with disabilities).

B.   Procedures for Submitting Full-time Remote Learning Requests

1.   A parent may request a student receive full-time remote learning from the school district by submitting a written request to the Principal of the school building their child would attend. The written request shall be provided to the Principal at least 15 calendar days before the student is eligible to commence full-time remote learning in accordance with B.2. below.

2.   The student may only begin full-time remote learning at the beginning of a marking period.

3.   The written request for the student to receive full-time remote learning shall include:

a.   The student's name, school, and grade;

b.   The technology the student will be using to receive full-time remote learning, including the student's connectivity capabilities;

c.   A request for any service or combination of services that would otherwise be delivered to the student on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education, and related services;

d.   For students with disabilities, the school district staff will determine if an Individualized Education Plan (IEP) meeting or an amendment to a student's IEP is needed for full-time remote learning; and

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e. Any additional information the Principal or designee requests to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.

(1) The documentation required by the school district to be provided in the parent's request for full-time remote learning shall not exclude any students from the school district's full-time remote learning option, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of successful remote learning.

4. Upon receiving the written request, the Principal or designee may request additional information from the parent to assist the Principal or designee in providing the student the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.

5. The Principal or designee will review the written request and upon satisfaction of the procedures outlined in this Policy, the Principal or designee will provide written approval of the parent's request for full-time remote learning.

a. In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.

6. The Principal's written approval of the request shall be provided to the parent within 5 calendar days of receiving the parent's written request.

a. The written approval will include the date the remote learning program will commence for the student in accordance with B.2. above.

C. Scope and Expectations of Full-Time Remote Learning

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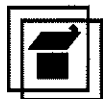BOARD OF EDUCATION

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1. The scope and expectations of the school district's full-time remote learning program will include, but not be limited to, the following:

   a. The length of the school day pursuant to N.J.A.C. 6A:32-8.3 and compliance with the Board's Attendance Policy and Regulation 5200; the provisions of the district's remote learning program outlined in the school district's Plan; and any other Board policies and regulations that govern the delivery of services to, and district expectations of, students participating in the remote learning program and their families;

   b. The technology and the connectivity options to be used and/or provided to the student during remote learning; and

   c. Any additional information the Principal or designee determines is needed to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs (i.e. students participating in a hybrid model).

      (1) This includes, for example, access to standards-based instruction of the same quality and rigor as afforded all other students of the district, the district making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible.

   d. The school district will endeavor to provide supports and resources to assist parents, particularly those of younger students, with meeting the expectations of the school district's remote learning option.

D. Procedures to Transition from Full-Time Remote Learning to In-Person Services

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1. A parent may request their student transition from full-time remote learning to in-person services, if in-person services are being provided, by submitting a written request to the Principal of the building the student will attend. This request must be submitted at least 15 calendar days before the student is eligible for in-person services.

2. A student is only eligible to transition from full-time remote learning to in-person services commencing at the beginning of a marking period.

3. The written request from the parent for the student to transition from full-time remote learning to in-person services shall include:

   a. The student's name, school, and grade;

   b. The in-person program may only commence for a student transitioning from full-time remote learning to in-person services in accordance with D.2. above; and

   c. Any additional information the Principal or designee determines would be important on the student's transition from full-time remote learning to in-person services.

4. A student previously approved for remote learning wanting to transition into the school district's in-person program must spend at least one marking period in remote learning before being eligible to transition into the school district's in-person program.

   a. This will allow parents to make the arrangements needed to effectively serve students' home learning needs and will support educators in ensuring continuity of instruction for the student.

5. The Principal or designee will review the request for compliance with this Policy, and upon satisfaction of the procedures in this Policy, will provide the parent of the student a written approval of the student entering the school district's in-person program.

   a. In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify

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the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.

6.	Upon approval of the student's transition from full-time remote learning to in-person services, the school district will provide specific student and academic services to better assist parents anticipate their student's learning needs and help educators maintain continuity of services.

7.	School districts that offer Pre-K will consult their Pre-K curriculum providers regarding appropriate measures to assess a Pre-K student's learning progress during the transition from full-time remote learning to in-person learning.

E.	Reporting

1.	To evaluate full-time remote learning, and to continue providing meaningful guidance for school districts, it will be important for the New Jersey Department to Education (NJDOE) to understand the extent and nature of demand for full-time remote learning around the State.

a.	The school district will be expected to report to the NJDOE data regarding participation in full-time remote learning. Data will include the number of students participating in full-time remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners.

F.	Procedures for Communicating District Policy with Families

1.	The school district will have clear and frequent communication with parents, in their home language, to help ensure this important flexibility is as readily accessible as possible. Communication must include, at a minimum, information regarding:

a.	Summaries of, and opportunities to review, the school district's full-time remote learning Policy/Plan;

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b. Procedures for submitting full-time remote learning requests in accordance with B. above;

c. Scope and expectations of full-time remote learning in accordance with C. above;

d. The transition from full-time remote learning to in-person services and vice-versa in accordance with B. and D. above; and

e. The school district's procedures for ongoing communication with families and for addressing families' questions or concerns.

G. Home or Out-of-School Instruction

1. No provision of this Policy supersedes the district's requirements to provide home or out-of-school instruction for the reasons outlined in N.J.S.A. 18A, N.J.A.C. 6A, or any applicable Board policy unless determined otherwise by the Superintendent or designee.

[See the District's Restart and Recovery Plan – Appendix Q for the protocols/procedures for "Remote Learning Options for Families" which is outlined in the school district's Restart and Recovery Plan.]

New Jersey Department of Education Guidance Document:
 "Clarifying Expectations Regarding Fulltime Remote Learning
 Options for Families 2020-2021"

Adopted:

RESTART & RECOVERY PLAN

Appendix Q
Remote Learning Options for Families

On July 24, 2020, the New Jersey Governor and the Commissioner of Education published a supplemental guidance document titled "Clarifying Expectations Regarding Fulltime Remote Learning Options for Families 2020-2021" as a result of the COVID-19 pandemic. This supplemental guidance includes an additional "anticipated minimum standard," as this phrase is used throughout "The Road Back: Restart and Recovery Plan for Education" (NJDOE Guidance). This additional "anticipated minimum standard" provides that, in addition to the methods and considerations explicitly referenced in the NJDOE Guidance for scheduling students for in-person, remote, or hybrid learning, families/guardians (hereinafter referred to as "parents") may submit, and school districts shall accommodate, requests for full-time remote learning.

Requests for full-time remote learning may include any service or combination of services that would otherwise be delivered to students on an in-person schedule, which may be a hybrid schedule, such as instruction, behavioral and support services, special education, and related services. A parent may request some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the provisions in the school district's Restart and Recovery Plan and Policy 1648.

A parent may contact the Principal or designee of the building the student would attend with any questions on: a request to transition from in-person services to full-time remote learning; a request to transition from full-time remote learning to in-person services; the procedures of this Policy; and/or any other information regarding the school district's Plan and Policy 1648.

To ensure clarity and consistency in implementation of full-time remote learning, the Board of Education adopts this Policy that addresses the following:

A. Unconditional Eligibility for Full-time Remote Learning

    1. All students are eligible for full-time remote learning.

        a. Eligibility for full-time remote learning cannot be conditioned on a parent demonstrating a risk of illness or other selective criteria.

        b. Unconditional eligibility for full-time remote learning includes students with disabilities who attend in-district schools or receiving schools (county special services school districts, educational services commissions, jointure commissions, Katzenbach School for the Deaf,

regional day schools, college operated programs, and approved private schools for students with disabilities).

B. Procedures for Submitting Full-time Remote Learning Requests

1. A parent may request a student receive full-time remote learning from the school district by submitting a written request to the Principal of the school building their child would attend. The written request shall be provided to the Principal at least 15 calendar days before the student is eligible to commence full-time remote learning in accordance with B.2. below.

2. The student may only begin full-time remote learning at the beginning of a marking period.

3. The written request for the student to receive full-time remote learning shall include:

   a. The student's name, school, and grade;

   b. The technology the student will be using to receive full-time remote learning, including the student's connectivity capabilities;

   c. A request for any service or combination of services that would otherwise be delivered to the student on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education, and related services;

   d. For students with disabilities, the school district staff will determine if an Individualized Education Plan (IEP) meeting or an amendment to a student's IEP is needed for full-time remote learning; and

   e. Any additional information the Principal or designee requests to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.

      (a) The documentation required by the school district to be provided in the parent's request for full-time remote learning shall not exclude any students from the school district's full-time remote learning option, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of successful remote learning.

4. Upon receiving the written request, the Principal or designee may request additional information from the parent to assist the Principal or designee in providing the student the same quality and scope of instruction and other

educational services as any other student otherwise participating in school district programs.

5. The Principal or designee will review the written request and upon satisfaction of the procedures outlined in this Policy, the Principal or designee will provide written approval of the parent's request for full-time remote learning.

   a. In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.

6. The Principal's written approval of the request shall be provided to the parent within 5 calendar days of receiving the parent's written request.

   a. The written approval will include the date the remote learning program will commence for the student in accordance with B.2. above.

C. Scope and Expectations of Full-Time Remote Learning

1. The scope and expectations of the school district's full-time remote learning program will include, but not be limited to, the following:

   a. The length of the school day pursuant to N.J.A.C. 6A:32-8.3 and compliance with the Board's Attendance Policy and Regulation 5200; the provisions of the district's remote learning program outlined in the school district's Plan; and any other Board policies and regulations that govern the delivery of services to, and district expectations of, students participating in the remote learning program and their families;

   b. The technology and the connectivity options to be used and/or provided to the student during remote learning; and

   c. Any additional information the Principal or designee determines is needed to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs (i.e. students participating in a hybrid model).

      (a) This includes, for example, access to standards-based instruction of the same quality and rigor as afforded all other students of the district, the district making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible.

    d.   The school district will endeavor to provide supports and resources to assist parents, particularly those of younger students, with meeting the expectations of the school district's remote learning option.

D. Procedures to Transition from Full-Time Remote Learning to In-Person Services

    1.   A parent may request their student transition from full-time remote learning to in-person services, if in-person services are being provided, by submitting a written request to the Principal of the building the student will attend. This request must be submitted at least 15 calendar days before the student is eligible for in-person services.

    2.   A student is only eligible to transition from full-time remote learning to in-person services commencing at the beginning of a marking period.

    3.   The written request from the parent for the student to transition from full-time remote learning to in-person services shall include:

        a.   The student's name, school, and grade;

        b.   The in-person program may only commence for a student transitioning from full-time remote learning to in-person services in accordance with D.2. above; and

        c.   Any additional information the Principal or designee determines would be important on the student's transition from full-time remote learning to in-person services.

    4.   A student previously approved for remote learning wanting to transition into the school district's in-person program must spend at least one marking period in remote learning before being eligible to transition into the school district's in-person program.

        a.   This will allow parents to make the arrangements needed to effectively serve students' home learning needs and will support educators in ensuring continuity of instruction for the student.

    5.   The Principal or designee will review the request for compliance with this Policy, and upon satisfaction of the procedures in this Policy, will provide the parent of the student a written approval of the student entering the school district's in-person program.

        a.   In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.

6. Upon approval of the student's transition from full-time remote learning to in-person services, the school district will provide specific student and academic services to better assist parents anticipate their student's learning needs and help educators maintain continuity of services.

7. School districts that offer Pre-K will consult their Pre-K curriculum providers regarding appropriate measures to assess a Pre-K student's learning progress during the transition from full-time remote learning to in-person learning.

E. Reporting

1. To evaluate full-time remote learning, and to continue providing meaningful guidance for school districts, it will be important for the New Jersey Department to Education (NJDOE) to understand the extent and nature of demand for full-time remote learning around the State.

   a. The school district will be expected to report to the NJDOE data regarding participation in full-time remote learning. Data will include the number of students participating in full-time remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners.

F. Procedures for Communicating District Policy with Families

1. The school district will have clear and frequent communication with parents, in their home language, to help ensure this important flexibility is as readily accessible as possible. Communication must include, at a minimum, information regarding:

   a. Summaries of, and opportunities to review, the school district's full-time remote learning Policy/Plan;

   b. Procedures for submitting full-time remote learning requests in accordance with B. above;

   c. Scope and expectations of full-time remote learning in accordance with C. above;

   d. The transition from full-time remote learning to in-person services and vice-versa in accordance with B. and D. above; and

   e. The school district's procedures for ongoing communication with families and for addressing families' questions or concerns.

G. Home or Out-of-School Instruction

RESTART & RECOVERY PLAN

1. No provision of this Policy supersedes the district's requirements to provide home or out-of-school instruction for the reasons outlined in N.J.S.A. 18A, N.J.A.C. 6A, or any applicable Board policy unless determined otherwise by the Superintendent or designee.

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RESPONSE ACT

The Federal Families First Coronavirus (COVID-19) Response Act (FFCRA) includes the Emergency Family and Medical Leave Expansion Act (EFMLEA) and the Emergency Paid Sick Leave Act (EPSLA). The EFMLEA expands the Federal Family and Medical Leave Act (FMLA) and the EPSLA provides employees with paid sick leave for specified reasons related to COVID-19.

The provisions of the FFCRA shall apply from April 1, 2020 through December 31, 2020.

A.   Emergency Family and Medical Leave Expansion Act (EFMLEA)

     1.   Definitions - For the purposes of the EFMLEA:

          a.   "Eligible employee" means an employee who has been employed for at least thirty calendar days by the employer with respect to whom leave is requested.

          b.   "Employer" means any employer with fewer than five hundred employees.

          c.   "Qualifying need related to a public health emergency" means with respect to leave, the employee is unable to work (or telework) due to a need for leave to care for the son or daughter under eighteen years of age of such employee if the school or place of care has been closed, or the child care provider of such son or daughter is unavailable, due to a public health emergency.

          d.   "Public Health Emergency" means an emergency with respect to COVID–19 declared by a Federal, State, or local authority.

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e.   "Child care provider" means a provider who receives compensation for providing child care services on a regular basis, including an 'eligible child care provider' (as defined in section 658P of the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858n)).

f.   "School" means an 'elementary school' or 'secondary school' as such terms are defined in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

2.   Relationship to Paid EFMLEA Leave

The FFCRA includes the Emergency Family and Medical Leave Expansion Act (EFMLEA) that amended the Federal Family and Medical Leave Act of 1993 (29 U.S.C. 2611 et seq. to provide leave to an eligible employee because of a qualifying need related to a public health emergency with respect to COVID-19 - (U.S.C. 2612(a)(1)(F)).

a.   Leave for Initial Ten Days

(1)   The first ten days of this FMLA leave for an eligible employee shall be unpaid.

(2)   If the first ten days of this FMLA leave are unpaid, an employee may elect to substitute any accrued vacation leave, personal leave, or emergency paid sick leave provided by the EPSLA for the initial ten days under the EFMLEA in accordance with   29 U.S.C. 2612(d)(2)(B).

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(3)   An employee may not use sick leave under N.J.S.A. 18A:30-1 for a qualifying need related to a public health emergency. However, an employee receiving sick leave under the provisions of N.J.S.A. 18A:30-1 may only use sick leave because of personal disability due to illness or injury, or because the employee has been excluded from school by the school district's medical authorities on account of contagious disease or of being quarantined for such a disease in his or her immediate household.

b.   Paid Leave for Subsequent Days

(1)   An employer shall provide paid leave for each day of leave under the EFMLEA that an employee takes after taking such leave for ten days.

(2)   The paid leave for an employee shall be calculated based on:

(a)   An amount that is not less than two-thirds of an employee's regular rate of pay (as determined under section 7(e) of the Fair Labor Standards Act of 1938 (29 U.S.C. 207(e)); and

(b)   The number of hours the employee would otherwise be normally scheduled to work (or the number of hours calculated under A.2.(b)(4) below).

(3)   In no event shall such paid leave exceed $200.00 per day and $10,000.00 in the aggregate.

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(4) Varying Schedule Hours Calculation – In the case of an employee whose schedule varies from week to week to such an extent that an employer is unable to determine with certainty the number of hours the employee would have worked if such employee had not taken leave under the EFMLEA, the employer shall use the following in place of such number:

(a) Subject to A.2.b.(4)(b) below, a number equal to the average number of hours that the employee was scheduled per day over the six-month period ending on the date on which the employee takes such leave, including hours for which the employee took leave of any type.

(b) If the employee did not work over such period, the reasonable expectation of the employee at the time of hiring of the average number of hours per day that the employee would normally be scheduled to work.

c. Employee Notice to Employer

(1) In any case where the necessity for leave under the EFMLEA for the purpose of a qualifying need related to a public health emergency is foreseeable, an employee shall provide the employer with such notice of leave as is practicable.

(a) A request for such leave that is foreseeable shall be submitted to the Human Resources Manager prior to commencing the leave.

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(b)   A need for such leave that is not foreseeable shall be submitted to the Principal/Supervisor and Human Resources Manager within one business day of the first day of the leave being taken by the employee.

(c)   The employee shall provide to the Human Resources Manager the name of the employee's child, the name of the school, place of care, or child care provider that has closed or become unavailable, and a statement that no other suitable person is available to care for the child.

d.   Restoration to Position

(1)   The employee shall be restored to the same or equivalent position held by the employee when the leave commenced pursuant to 29 CFR 825.214. The requirement to restore the employee to the same or equivalent position held when the leave commenced does not apply to an employer who employs fewer than twenty-five employees if all four of the following conditions are met:

(a)   The employee takes leave under the EFMLEA.

(b)   The position held by the employee when the leave commenced does not exist due to economic conditions or other changes in operating conditions of the employer:

i.   That affect employment; and

ii.   Are caused by a public health emergency during the period of leave.

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    (c)   The employer makes reasonable efforts to restore the employee to a position equivalent to the position the employee held when the leave commenced with equivalent employment benefits, pay, and other terms and conditions of employment.

    (d)   If the reasonable efforts of the employer under A.2.d.(1)(c) above fail, the employer makes reasonable efforts during the period described in A.2.d.(2) below to contact the employee if an equivalent position described in A.2.d.(1)(c) above becomes available.

(2)   Contact Period

    (a)   The period described under A.2.d. above is the one-year period beginning on the earlier of:

        i.   The date on which the qualifying need related to a public health emergency concludes; or

        ii.   The date that is twelve weeks after the date on which the employee's leave under the EFMLEA commences.

B.   Emergency Paid Sick Leave Act (EPSLA)

The FFCRA includes the EPSLA, which provides paid sick time to an employee to the extent the employee is unable to work or (telework) due to a need related to COVID-19. The paid sick time provided by the EPSLA and outlined in B.1. below cannot be taken with any other paid leave time provided by the employer.

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1. Definitions

    a.   For purposes of the EPSLA and this Policy:

        (1)   "Employee" means an individual who is employed by a private employer with fewer than five hundred employees and public employers with at least one employee.

        (2)   "Employer" means a private person or entity that employs fewer than five hundred employees and public employers that employ at least one employee.

            (a)   "Covered employer" includes any person engaged in commerce or in any industry or activity affecting commerce that:

                i.   In the case of a private entity or individual, employs fewer than five hundred employees; and

                ii.   In the case of a public agency or any other entity that is not a private entity or individual, employs one or more employees.

            (b)   "Covered employer" also includes:

                i.   Any person acting directly or indirectly in the interest of an employer in relation to an employee (within the meaning of such phrase in section 3(d) of the Fair Labor Standards Act of 1938 (29 U.S.C. 203(d)); and

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          ii.   Any successor in interest of an employer; and any "public agency", as defined in section 3(x) of the Fair Labor Standards Act of 1938 (29 U.S.C. 203(x)).

    (c)   "Covered employer" also includes any "public agency "as defined in section 3(x) of the Fair Labor Standards Act of 1938 (29 U.S.C. 203(x)).

(3)   "Employ" and "State" have the meanings given such terms in section 3 of the Fair Labor Standards Act of 1938 (29 U.S.C. 203).

(4)   "Health care provider" and "son or daughter" have the meanings given such terms in section 101 of the Family and Medical Leave Act of 1993 (29 U.S.C. 2611).

(5)   "Paid sick time" means an increment of compensated leave that:

    (a)   Is provided by an employer for use during an absence from employment for a reason described in any paragraph of B.2.a. below; and

    (b)   Is calculated based on the employee's required compensation under B.1.a.(6) below and the number of hours the employee would otherwise be normally scheduled to work (or the number of hours calculated under (B.1.a.(7) below), except that in no event shall such paid sick time exceed:

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    i. $511.00 per day and $5,110.00 in the aggregate for a use described in B.2.a.(1), (2), or (3) below; and

    ii. $200.00 per day and $2,000.00 in the aggregate for a use described in B.2.a.(4), (5), or (6) below.

(6)   "Required Compensation" subject to B.1.a.(5)(b) above, the employee's "required compensation" shall be not less than the greater of the following:

    (a)   The employee's regular rate of pay (as determined under section 7(e) of the Fair Labor Standards Act of 1938 (29 U.S.C. 207(e)).

    (b)   The minimum wage rate in effect under section 6(a)(1) of the Fair Labor Standards Act of 1938 (29 U.S.C. 206(a)(1)).

    (c)   The minimum wage rate in effect for such employee in the applicable State or locality, whichever is greater, in which the employee is employed.

        Subject to B.1.a.(5)(b) above, with respect to any paid sick time provided for any use described in B.2.a.(4), (5), or (6) below, the employee's required compensation shall be two-thirds of the amount described in B.1.a.(6) above.

(7)   "Varying Schedule Hours Calculation" means in the case of a part-time employee described in B.3.b.(2) below whose schedule varies from week to week to such an extent that an employer is unable to determine with certainty the number of hours   the

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employee would have worked if such employee had not taken paid sick time under B.2.a. below, the employer shall use the following in place of such number:

(a)   Subject to clause B.1.a.(7)(b) below, a number equal to the average number of hours that the employee was scheduled per day over the six-month period ending on the date on which the employee takes the paid sick time, including hours for which the employee took leave of any type.

(b)   If the employee did not work over such period, the reasonable expectation of the employee at the time of hiring of the average number of hours per day that the employee would normally be scheduled to work.

2.   Paid Sick Leave Requirement

a.   An employer shall provide to each employee employed by the employer paid sick time to the extent that the employee is unable to work (or telework) due to a need for leave because:

(1)   The employee is subject to a Federal, State, or local quarantine or isolation order related to COVID–19.

(2)   The employee has been advised by a health care provider to self-quarantine due to concerns related to COVID–19.

(3)   The employee is experiencing symptoms of COVID–19 and seeking a medical diagnosis.

> (4) The employee is caring for an individual who is subject to an order as described in B.2.a.(1) above or has been advised as described in B.2.a.(2) above.

> (5) The employee is caring for a son or daughter of such employee if the school or place of care of the son or daughter has been closed, or the child care provider of such son or daughter is unavailable, due to COVID–19 precautions.

> (6) The employee is experiencing any other substantially similar condition specified by the Secretary of Health and Human Services in consultation with the Secretary of the Treasury and the Secretary of Labor.

3. Duration of Paid Sick Time

 a. An employee shall be entitled to paid sick time for an amount of hours determined under B.3.b. below.

 b. The amount of hours of paid sick time to which an employee is entitled shall be as follows:

> (1) For full-time employees, eighty hours.

> (2) For part-time employees, a number of hours equal to the number of hours that such employee works, on average, over a two-week period.

 c. Paid sick time under the EPSLA shall not carry over from one year to the next.

4. Employer's Termination of Paid Sick Time

 a. Paid sick time provided to an employee under the EPSLA shall cease beginning with the employee's next scheduled work shift immediately following the termination of the need for paid sick time under B.2.a. above.

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5.   Prohibition

    a.   An employer may not require, as a condition of providing paid sick time under the EPSLA, that the employee involved search for or find a replacement employee to cover the hours during which the employee is using paid sick time.

6.   Use of Paid Sick Time

    a.   The paid sick time under B.2.a. above shall be available for immediate use by the employee for the purposes described in the EPSLA, regardless of how long the employee has been employed by an employer.

    b.   Sequencing Leave Time

        (1)   An employee may first use the paid sick time under B.2.a. above for the purposes described in the EPSLA.

        (2)   An employer may not require an employee to use other paid leave provided by the employer to the employee before the employee uses the paid sick time under B.2.a. above.

7.   Notice

    a.   Each employer shall post and keep posted, in conspicuous places on the premises of the employer where notices to employees are customarily posted, a notice, to be prepared or approved by the Secretary of Labor, of the requirements described in the EPSLA.

    b.   Not later than seven days after the date of enactment of this Act, the Secretary of Labor shall make publicly available a model of a notice that meets the requirements of B.7.a. above.

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8.   Prohibited Acts

  a.   It shall be unlawful for any employer to discharge, discipline, or in any other manner discriminate against any employee who:

    (1)   Takes leave in accordance with the EPSLA; and

    (2)   Has filed any complaint or instituted or caused to be instituted any proceeding under or related to the EPSLA (including a proceeding that seeks enforcement of the EPSLA), or has testified or is about to testify in any such proceeding.

9.   Enforcement

  a.   Unpaid Sick Leave - An employer who violates B.2. through B.6. of this Policy shall:

    (1)   Be considered to have failed to pay minimum wages in violation of section 6 of the Fair Labor Standards Act of 1938 (29 U.S.C. 206); and

    (2)   Be subject to the penalties described in sections 16 and 17 of the Fair Labor Standards Act of 1938 (29 U.S.C. 216; 217) with respect to such violation.

  b.   Unlawful Termination - An employer who willfully violates B.8. above shall:

    (1)   Be considered to be in violation of section 15(a)(3) of the Fair Labor Standards Act of 1938 (29 U.S.C. 215(a)(3)); and

    (2)   Be subject to the penalties described in sections 16 and 17 of the Fair Labor Standards Act of 1938 (29 U.S.C. 216; 217) with respect to such violation.

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10.   Rules of Construction

    a.   Nothing in the EPSLA shall be construed:

        (1)   To in any way diminish the rights or benefits that an employee is entitled to under any:

            (a)   Other Federal, State, or local law;

            (b)   Collective bargaining agreement; or

            (c)   Existing employer policy; or

        (2)   To require financial or other reimbursement to an employee from an employer upon the employee's termination, resignation, retirement, or other separation from employment for paid sick time under the EPSLA that has not been used by such employee.

11.   Guidelines

    a.   Not later than fifteen days after the date of the enactment of the EPSLA, the Secretary of Labor shall issue guidelines to assist employers in calculating the amount of paid sick time under the EPSLA.

12.   Reasonable Notice

    a.   After the first workday (or portion thereof) an employee receives paid sick time under the EPSLA, an employer may require the employee to follow reasonable notice procedures in order to continue receiving such paid sick time.

    b.   The request for such leave shall be submitted to the Human Resources Manager, who may request documentation from the employee in support of the emergency paid sick leave.

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    c.   The documentation shall include a signed statement containing the following information: the employee's name; the date(s) for which leave is requested; the COVID-19 qualifying reason for leave; and a statement representing that the employee is unable to work or telework because of the COVID-19 qualifying reason.

    d.   An employee requesting to take emergency paid sick leave under the EPSLA or the EFMLEA to care for his or her child must provide the following information: the name of the child being care for; the name of the school; place of care; or child care provider that closed or became unavailable due to COVID-19 reasons; and a statement representing that no other suitable person is available to care for the child during the period of requested leave.

13.   Regulatory Authorities

    a.   The Secretary of Labor shall have the authority to issue regulations for good cause under sections 553(b)(B) and 553(d)(A) of Title 5, United States Code:

    (1)   To exempt small businesses with fewer than fifty employees from the requirements of B.2.a.5. when the imposition of such requirements would jeopardize the viability of the business as a going concern; and

    (2)   As necessary, to carry out the purposes of the EPSLA, including to ensure consistency between the EPSLA and Division C and Division G of the FFCRA.

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N.J.S.A. 18A:30-1

Adopted: