

AMERICAN RESCUE PLAN

RESTART & RECOVERY

Lacey Township School District Reopening Our Schools



November 2022

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Introduction

On June 26, 2020, the New Jersey Department of Education (NJDOE) published “The Road Back – Restart and Recovery Plan for Education” (NJDOE Guidance), a Guidance document to assist New Jersey school districts to develop, in collaboration with community stakeholders, a Restart and Recovery Plan (Plan) to reopen schools in September 2020 that best fits the school district's local needs. The NJDOE Guidance presents information for New Jersey public school districts related to four key subject areas: Conditions for Learning; Leadership and Planning; Policy and Funding; and Continuity of Learning.

The Lacey Township School District Board of Education Restart and Recovery Plan has been developed and updated to be consistent with the requirements in the NJDOE Guidance with consideration to the school district’s local needs in order to ensure schools in the district reopen safely and are prepared to accommodate students' unique needs during this unprecedented time.

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

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

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

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

This Plan is aligned with the requirements outlined in the NJDOE Guidance. The Appendices section of this Plan include the school district’s unique and locally developed protocols to ensure schools in the district reopen safely and are prepared to accommodate staff and students' unique needs during this unprecedented time. Also included in the Appendices section is a chart that includes all websites and outside guidance information that are listed in the NJDOE Guidance.

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

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THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

The Lacey Township School District Board of Education's Restart and Recovery Plan addresses four key subject areas:

- A. Conditions for Learning;
 - B. Leadership and Planning;
 - C. Policy and Funding; and
 - D. Continuity of Learning.
- A. Conditions for Learning

Conditions for learning involve the social, emotional, and environmental factors that can impact educator capacity to teach and student capacity to learn, including standards for maintaining healthy and safe school conditions. As schools reopen, the impact of social isolation on both educators and students is a key area of concern.

Conditions for Learning include: Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning; and Academic, Social, and Behavioral Supports

1. Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning; and Academic, Social, and Behavioral Supports

The Health and Safety Section of the Board's Plan identifies Ten Critical Areas of Operation which the Board has addressed in the Plan: General Health and Safety Guidelines; Classrooms, Testing, and Therapy Rooms; Transportation; Student Flow, Entry, Exit, and Common Areas; Screening, PPE, and Response to Students and Staff Presenting Symptoms; Contact Tracing; Facilities Cleaning Practices; Meals; Recess/Physical Education; and Field Trips, Extra-Curricular Activities, and Use of Facilities Outside School Hours.

Throughout this Health and Safety Section, the provisions marked "anticipated minimum standards" as outlined in the NJDOE Guidance

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have been incorporated into the Board's Plan and related protocols, as when appropriate.

The Health and Safety section of the NJDOE Guidance also provided "additional considerations" to assist school officials in considering ways to adhere to the anticipated minimum standards. These provisions are also consistent with the Board's general obligation to ensure the health and safety of its students and staff pursuant to N.J.S.A. 18A:40-6 and N.J.A.C. 6A:16-2.1. District officials should abide by the advice of local health officials to determine the safest course of action based on local circumstances, which will change as the public health landscape evolves. The health and safety of students and staff is the number one priority and has guided all decisions of the Board's Plan.

Ten Critical Areas of Operation

- a. Critical Area of Operation #1 - General Health and Safety Guidelines – Anticipated Minimum Standards Incorporated into the Plan
 - (1) In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:
 - (a) School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.
 - (b) School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.
 - (c) The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.

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- (d) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.

- (e) Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:
 - (i) Chronic lung disease or asthma (moderate to severe);
 - (ii) Serious heart conditions;
 - (iii) Immunocompromised;
 - (iv) Severe obesity (body mass index, or BMI, of 40 or higher);
 - (v) Diabetes;
 - (vi) Chronic kidney disease undergoing dialysis;
 - (vii) Liver disease;
 - (viii) Medically fragile students with Individualized Education Programs (IEPs);
 - (ix) Students with complex disabilities with IEPs; or
 - (x) Students who require accommodations under a Plan in accordance with the Section

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504 of the Rehabilitation Act of 1973 (504 Plan).

[See Appendix A – Critical Area of Operation #1 – General Health and Safety Guidelines]

- b. Critical Area of Operation #2 – Classrooms, Testing, and Therapy Rooms – Anticipated Minimum Standards Incorporated into the Plan
 - (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.
 - (2) When social distancing is difficult or impossible, face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
 - (a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities
 - (3) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
 - (4) Use of shared objects should be limited when possible or cleaned between use.
 - (5) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units

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must be maintained and changed according to manufacturer recommendations.

- (6) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
 - (a) In each classroom (for staff and older children who can safely use hand sanitizer).
 - (b) At entrances and exits of buildings.
 - (c) Near lunchrooms and toilets.
 - (d) Children ages five and younger should be supervised when using hand sanitizer.
 - (e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
- (7) School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
 - (a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

[See Appendix B – Critical Area of Operation #2 – Classroom, Testing, and Therapy Rooms]

- c. Critical Area of Operation #3 – Transportation – Anticipated Minimum Standards Incorporated into the Plan
 - (1) If the school district is providing transportation services on a school bus and is unable to maintain social distancing, a

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face covering must be worn by all students who are able to do so upon entering the bus.

- (2) 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.
- (3) Every school bus, either district-owned or contracted, should be cleaned and disinfected before and after each bus route when practicable.

[See Appendix C – Critical Area of Operation #3 – Transportation]

d. Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas – Anticipated Minimum Standards Incorporated into the Plan

- (1) The Board's Plan should establish the process and location for student and staff health screenings.
- (2) If physical distancing (six feet apart) cannot be maintained for individuals in line waiting to enter or exit a building, face coverings shall be worn while in the line.
- (3) Each school in the district will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

[See Appendix D – Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas]

e. Critical Area of Operation #5 – Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms – Anticipated Minimum Standards Incorporated into the Plan

- (1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon

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arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:

- (a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
 - (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
 - (c) Results must be documented when signs/symptoms of COVID-19 are observed.
 - (d) Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.
- (2) The Board must adopt procedures for symptomatic staff and students, which shall include the following:
- (a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.
 - (b) If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
 - (c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related

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response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:

- (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
 - (ii) Following current Communicable Disease Service guidance for illness reporting.
 - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
 - (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
 - (v) Continuous monitoring of symptoms.
 - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
 - (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.

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- (4) 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.
- (5) 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.
 - (a) 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.
 - (b) Accommodation 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.
- (6) Exceptions to requirements for face coverings shall be as follows:
 - (a) Doing so would inhibit the individual's health.
 - (b) The individual is in extreme heat outdoors.
 - (c) The individual is in water.
 - (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
 - (e) The student is under the age of two and could risk suffocation.
- (7) 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.

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[See Appendix E – Critical Area of Operation #5 – Screening, PPE, and Response to Students and Staff Presenting Symptoms]

- f. Critical Area of Operation #6 – Contact Tracing
- (1) The NJDOE Guidance does not include any “anticipated minimum standards” for contact tracing. However, all school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the Superintendent or designee should be provided information regarding the role of contact tracing conducted by State, county, and local officials.
 - (2) School officials should engage the expertise of their school nurses on the importance of contact tracing.
 - (3) The NJDOE will credit certified School Safety Specialists with three hours of training upon completion of Johns Hopkins University's COVID-19 Contact Tracing course.

[See Appendix F – Critical Area of Operation #6 – Contact Tracing]

- g. Critical Area of Operation #7 – Facilities Cleaning Practices – Anticipated Minimum Standards Incorporated into the Plan
- (1) School officials 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.
 - (2) The Board’s Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
 - (a) A schedule for increased routine cleaning and disinfection.
 - (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily

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cleaned daily (e.g. door knobs, light switches, classroom sink handles, countertops).

- (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
- (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:
 - (i) Classroom desks and chairs;
 - (ii) Lunchroom tables and chairs;
 - (iii) Door handles and push plates;
 - (iv) Handrails;
 - (v) Kitchens and bathrooms;
 - (vi) Light switches;
 - (vii) Handles on equipment (e.g. athletic equipment);
 - (viii) Buttons on vending machines and elevators;
 - (ix) Shared telephones;
 - (x) Shared desktops;
 - (xi) Shared computer keyboards and mice;
 - (xii) Drinking fountains; and

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(xiii) School bus seats and windows.

- (e) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

[See Appendix G – Critical Area of Operation #7 – Facilities Cleaning Practices]

h. Critical Area of Operation #8 – Meals – Anticipated Minimum Standards Incorporated into the Plan

(1) If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board’s Plan, if applicable:

- (a) Stagger times to allow for social distancing and clean and disinfect between groups.
- (b) Discontinue family style, self-service, and buffet.
- (c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.
- (d) Space students at least six feet apart.
- (e) Require that individuals must wash their hands after removing their gloves or after directly handling used food service items.

[See Appendix H – Critical Area of Operation #8 – Meals]

i. Critical Area of Operation #9 – Recess/Physical Education – Anticipated Minimum Standards Incorporated into the Plan

- (1) The Board’s Plan regarding recess and physical education should include protocols to address the following:
 - (a) Stagger recess, if necessary.

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- (b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
 - (c) The use of cones, flags, tape, or other signs to create boundaries between groups.
 - (d) A requirement that all individuals always wash hands immediately after outdoor playtime.
 - (e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.
 - (f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).
 - (g) Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.
 - (i) If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.
 - (ii) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.
- (2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment

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must be shared, the equipment will be cleaned and disinfected between each use.

- (3) The school district will designate specific areas for each class during recess to avoid cohorts mixing.

[See Appendix I – Critical Area of Operation #9 – Recess/Physical Education]

- j. Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours – Anticipated Minimum Standards Incorporated into the Plan

- (1) The Board’s Plan should adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.

- (2) The Board of Education requires any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.

[See Appendix J – Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours]

2. Academic, Social, and Behavioral Supports

In addition to taking the steps listed in the Health and Safety Guidelines section to protect students’ and educators’ physical health, the district’s plan also considers the impact of social isolation on both educators and students.

[See Appendix K – Supplemental Materials and Explanations for Academic, Social, and Behavioral Supports]

B. Leadership and Planning

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The Leadership and Planning Section of the Board's Plan references guidance, requirements, and considerations for the school district regarding district and school-wide logistical and operational issues with which administrators will contend in planning to reopen schools.

The provisions marked "anticipated minimum standards" as outlined in the Guidance have been incorporated into the Board's Plan and corresponding protocols, as applicable.

The Leadership and Planning section of the Guidance also provided "additional considerations" that assisted school officials in considering ways to adhere to the "anticipated minimum standards".

1. Establishing a Restart Committee
 - a. A Restart Committee should be established as collaboration is critical to the development of the Board's Plan.
 - b. The Restart Committee should include school district and school-level administrators, members of the local Board of Education, the President of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.
 - c. The Restart Committee should work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the district Plan. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board's Plan.
 - d. The Restart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.
 - e. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

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[See Appendix L – Reopening Committee and Focus Area Subcommittees]

2. Pandemic Response Teams
 - a. School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.
 - b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
 - c. Members of the school teams should include a cross section of administrators, teachers, staff, and parents.
 - d. Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.
 - e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.
 - f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:
 - (1) School Principal or Lead Person;
 - (2) Teachers;
 - (3) Child Study Team member;
 - (4) School Counselor or mental health expert;
 - (5) Subject Area Chairperson/Director;
 - (6) School Nurse;
 - (7) Teachers representing each grade band served by the school district and school;

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- (8) School safety personnel;
 - (9) Members of the School Safety Team;
 - (10) Custodian; and
 - (11) Parents.
- g. The Pandemic Response Team is responsible for:
- (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
 - (2) Adjusting or amending school health and safety protocols as needed.
 - (3) Providing staff with needed support and training.
 - (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
 - (5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
 - (6) Providing necessary communications to the school community and to the school district.
 - (7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.
- h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.
- [See Appendix M – Pandemic Response Team]
3. Scheduling
- a. The Board's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of

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the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.

- b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.
 - (1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
 - (2) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.
- c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
 - (1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.
 - (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all

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students to meet their required instructional hours for the day, which may include remote students completing independent work while students in the classroom receive instruction. School officials may:

- (1) Provide teachers common planning time.
 - (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
 - (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.
 - (b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
 - (3) Secure a steady supply of resources necessary to ensure the safety of students and staff.
 - (4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.
 - (5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.
- e. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board's Plan.

[See Appendix N – Scheduling of Students]

4. Staffing

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- a. The school district should consider access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.
- b. When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.
- c. The Board's Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.
- d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
- e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
 - (1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.
 - (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers,

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Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).

- (3) Certification
 - (a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.
 - (b) Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]

5. In-Person and Hybrid Learning Environments: Roles and Responsibilities
 - a. In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.
 - b. Instructional staff should:
 - (1) Reinforce social distancing protocol with students and co-teacher or support staff.
 - (2) Limit group interactions to maintain safety.
 - (3) Support school building safety logistics (entering, exiting, restrooms, etc.).

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- (4) Become familiar with district online protocols and platforms.
- (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
- (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- (7) Provide regular feedback to students and families on expectations and progress.
- (8) Set clear expectations for remote and in-person students.
- (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
- (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- (11) Instruct and maintain good practice in digital citizenship for all students and staff.
- (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- (13) 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.
- (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
- (15) Limiting on-line activities for pre-school students.

c. Mentor teachers should:

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- (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
 - (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
 - (4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
 - (5) Continue to maintain logs of mentoring contact.
 - (6) Mentor teachers should consider all health and safety measures when doing in-person observations.
 - (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
 - (8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.
- d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:
- (1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
 - (2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.
 - (3) Prioritize vulnerable student groups for face-to-face instruction.

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- (4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
- (5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
- (7) Define and provide examples of high-quality instruction given context and resources available.
- (8) Assess teacher, student, and parent needs regularly.
- (9) Ensure students and parents receive necessary supports to ensure access to instruction.
- (10) 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).
- (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
- (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences

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and/or surveys to parents about their child's experience and learning while out of school.

- (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
 - (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
 - (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
 - (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
 - (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.
- e. Educational services staff members should:
- (1) Lead small group instruction in a virtual environment.
 - (2) Facilitate the virtual component of synchronous online interactions.
 - (3) Manage an online platform for small groups of in-person students while teacher is remote.
 - (4) Assist with the development and implementation of adjusted schedules.
 - (5) Plan for the completion of course requests and scheduling (secondary school).
 - (6) Assist teachers with providing updates to students and families.

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- (7) Support embedding of SEL into lessons.
 - (8) Lead small group instruction to ensure social distancing.
 - (9) Consider student grouping to maintain single classroom cohorts.
 - (10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- f. Support staff/paraprofessionals may:
- (1) Lead small group instruction to ensure social distancing.
 - (2) Consider student grouping to maintain single classroom cohorts.
 - (3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
 - (4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.
 - (5) Provide real-time support during virtual sessions.
 - (6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
 - (7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
 - (8) Lead small group instruction in a virtual environment.
 - (9) Facilitate the virtual component of synchronous online interactions.
 - (10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

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- g. Substitutes
 - (1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
 - (2) Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
 - (3) Designate substitutes to a single school building or grade level to avoid too much movement between schools.
 - (4) Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

- a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:
 - (1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.
 - (2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
 - (3) To the extent possible, provide district one-to-one instructional devices and connectivity.
 - (4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).
- b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:

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- (1) Train student teachers to use technology platforms.
 - (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
 - (3) Survey assistant teachers to determine technology needs/access (Pre-school).
 - (4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- c. Student teachers should:
- (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.
 - (2) Lead small group instruction (in-person to help with social distancing).
 - (3) Co-teach with cooperating teacher and maintain social distancing.
 - (4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
 - (5) Implement modifications or accommodations for students with special needs.
 - (6) Facilitate one-to-one student support.
 - (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
 - (8) Provide technical assistance and guidance to students and parents.
 - (9) Develop online material or assignments.

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- (10) Pre-record direct-instruction videos.
 - (11) Facilitate student-centered group learning connecting remote and in-person students.
- d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:
- (1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.
 - (2) Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).
 - (3) Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.
 - (4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
 - (5) Increase the need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

7. Athletics

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Under Executive Order 149, high school sports under the jurisdiction of the NJSIAA may resume only in accordance with reopening protocols issued by NJSIAA and cannot resume earlier than June 30, 2020.

[See Appendix P – Athletics]

C. Policy and Funding

The impact of the COVID-19 pandemic presents many fiscal challenges to the school district for delivery of instruction and related services to students in addition to other basic operational needs. Readyng facilities, purchasing supplies, transporting, and feeding students may look drastically different in the 2020-2021 school year. The Policy and Funding section of the Board's Plan focuses on existing and pending Federal and State legislation, regulations, and guidance.

1. School Funding

a. The Board shall explore options to obtain the maximum amount of available revenue to minimize expenditures and for fiscal planning in the face of considerable uncertainty. The options the Board shall explore include, but are not limited to, the following:

- (1) Elementary and Secondary School Emergency Relief Fund;
- (2) Federal Emergency Management Agency – Public Assistance; and
- (3) State School Aid.

b. School Funding

School officials will review the Policy and Funding section of the NJDOE Guidance that includes information on Federal and State funding sources; purchasing practices; use of reserve accounts, transfers, and cash flow; and costs and contracting, including E-Rate funding and cooperative purchasing contracting.

- (1) Purchasing

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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.

(2) 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 or making transfers that cumulatively exceed ten percent of the amount originally budgeted.

(3) 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. Continuity of Learning

Ensuring the continuity of learning is critically important during this time of great stress for families, educators, and students. The move to a fully virtual learning environment happened quickly and created significant challenges for staff and students, particularly students already considered at-risk prior to the pandemic. School officials should work closely with their stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are in need of in-person instruction. This may include, but is not limited to, students with disabilities, English language learners (ELL), homeless youth, and low-income students.

Curriculum, instruction, assessment, professional learning, and career and technical education (CTE) are all constructs that can be adjusted to serve as levers for equity.

Except where otherwise indicated, the provisions and elements of this section are “additional considerations” that may help districts in considering ways to adhere to the “anticipated minimum standards”.

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While only a small introduction to these elements is included in this Plan, school officials can find a more detailed explanation and considerations in the NJDOE Guidance under the Continuity of Learning section to reference while developing their Plan for the reopening of schools.

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
 - a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
 - b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.
 - c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:
 - (1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
 - (2) IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
 - (3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.

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

2. Technology and Connectivity

- a. School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.
- b. Districts should:
 - (1) Conduct a needs assessment.
 - (2) Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.
 - (3) Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.

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- (4) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.
 - (a) If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.
- 3. Curriculum, Instruction, and Assessment
 - a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).
 - b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.
 - c. Virtual and Hybrid Learning Environment
 - (1) Curriculum
 - (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.
 - (b) To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.
 - (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps

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in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

- (2) Instruction
 - (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.
 - (b) In crafting an instructional plan, the school district should consider the following:
 - (i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.
 - (ii) Design for student engagement and foster student ownership of learning.
 - (iii) Develop students' meta-cognition.
 - (iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.
 - (v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.

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(vi) Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.

(3) Assessment

- (a) For the purpose of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
- (b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
- (c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.
- (d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.
- (e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.
 - (i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

4. Professional Learning

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- a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.
- b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.
- c. Professional learning opportunities should be:
 - (1) Presented prior to the beginning of the year;
 - (2) Presented throughout the school year;
 - (3) Presented in order to grow each educator’s professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
 - (4) Presented to include the input and collaboration of stakeholders, including all staff, parents, and community members; and
 - (5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.
- d. Mentoring and Induction
 - (1) Induction must be provided for all novice provisional teachers and teachers new to the district.
 - (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
 - (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
 - (4) Mentoring must be provided in both a hybrid and fully remote learning environment.

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- (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.
- e. Evaluation
- (1) School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
 - (2) School districts should develop observation schedules with a hybrid model in mind.
 - (3) School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
 - (4) School districts should consider the School Improvement Panel's (SciP) role in informing professional learning, mentoring, and other evaluation-related activities.
 - (5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

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Appendices

Restart and Recovery Plan

Lacey Township
School District

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Appendix A

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

Since it will be critical to minimize the risk of spreading COVID-19, the Lacey Township School District will ensure the following:

- Individuals who are permitted into a building must follow visitor management protocols through each building security vestibule.
- Individuals who are permitted into a building are required to, when appropriate, wear a face covering.
- Individuals who are permitted into a building should avoid touching his/her eyes, nose, and mouth with unwashed hands.
- Individuals who are permitted into a building should wash his/her hands after coughing, sneezing, or blowing his/her nose.
- Individuals who are permitted to a building should properly hand sanitize.
- Individuals who are sick should stay home.

Protocols for High-Risk Staff

The district will provide the following to high-risk staff who elect to report to work:

- Monitor state and local public health communications about COVID-19
- Encourage high-risk staff to report symptoms, stay home, and follow CDC guidance
- Develop strategies to:
 - manage worker concerns
 - communicate with workers
 - remind workers of available support services
 - communicate to partners, suppliers, other contractors on policies and practices
 - encourage social distancing and the use of cloth face coverings (if appropriate) in the workplace
 - use technology to promote social distancing
 - require students who are ill to stay home
 - clean and disinfect frequently touched surfaces, (e.g., counters, shelving, displays)
 - provide high risk employees with disposable disinfectant wipes, cleaner, or sprays that are effective against the virus that causes COVID-19
- Provide high-risk employees with training on the following:
 - Policies to reduce the spread of COVID-19

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- o General hygiene
- o Symptoms, what to do if sick
- o Cleaning and disinfection
- o Cloth face covers
- o Social distancing
- o Use of PPE
- o Safe work practices
- o Stress management

Protocols for High-Risk Students

The district will provide the following to high-risk students who elect to report to school:

- Monitor state and local public health communications about COVID-19
- Encourage high-risk students to report symptoms, stay home, and follow CDC guidance
- Develop strategies to:
 - o manage student concerns
 - o communicate with school officials
 - o remind students and their families of available support services
 - o encourage social distancing and the use of cloth face coverings (if appropriate) in the workplace
 - o use technology to promote social distancing
 - o require students who are ill to stay home
 - o clean and disinfect frequently touched surfaces, (e.g., counters, shelving, displays)
 - o make available to students disposable disinfectant wipes, cleaner, or sprays that are effective against the virus that causes COVID-19
- Provide high-risk students with training on the following:
 - o Policies to reduce the spread of COVID-19
 - o General hygiene
 - o Symptoms, what to do if sick
 - o Cleaning and disinfection
 - o Cloth face covers
 - o Social distancing
 - o Use of PPE
 - o Stress management

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Appendix B

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

Social Distancing in Instructional and Non-instructional Rooms

Instructional Rooms - What will classrooms and schools look like?

- Face coverings will be required (when appropriate) for all staff at all times while inside a school building regardless of social distancing unless doing so would inhibit the individual's health.
- Face coverings will be required (when appropriate) 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.
- Encourage students to bring in their "own" water bottles from home, so as not to use water fountains.
- Teachers will provide "hand washing/hand sanitizing breaks" when appropriate.
- Custodial staff will disinfect touch points throughout the day.
- Hand sanitizing stations are mounted in hallways throughout the building for student and staff use.
- All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- Avoid using items that are not easily cleaned, sanitized, or disinfected (such as stuffed animals).
- Limit use of supplies and equipment by one group of children at a time, clean/disinfect between each use.
- Avoid sharing electronic devices, toys, books and other games or learning aids.
- Teachers and paraprofessionals (in the classroom) must wipe down commonly handled toys and items.

Procedures for Hand Sanitizing/Washing

Students will be directed to wash hands as a cohort. Classrooms that have sinks in the classroom will stay in classrooms during this time. Classes that do not have a sink in the classroom will use the nearest restroom following the social distance guidelines on the floor. In addition, hand sanitizing units will be located throughout high traffic areas of the school building.

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Key times for handwashing:

- Before, during, and after preparing food
- Before eating food
- Before and after caring for someone at home who is sick with vomiting or diarrhea
- Before and after treating a cut or wound
- After using the toilet
- After [changing diapers or cleaning up a child who has used the toilet](#)
- After blowing your nose, coughing, or sneezing
- After touching an animal, animal feed, or animal waste
- After handling pet food or pet treats
- After touching garbage
- After you have been in a public place and touched an item or surface that may be frequently touched by other people, such as door handles, tables, gas pumps, food delivery carts, or electronic cashier registers/screens, etc.

Follow Five Steps to Wash Your Hands the Right Way

Washing your hands is easy, and it's one of the most effective ways to prevent the spread of germs. Clean hands can stop germs from spreading from one person to another and throughout an entire community—from your home and workplace to childcare facilities and hospitals. Follow these five steps every time.

1. Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
2. Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
3. Scrub your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.
4. Rinse your hands well under clean, running water.
5. Dry your hands using a clean towel or air dry them.

Classrooms:

All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards when appropriate to the maximum extent practicable. If individual schools are not able to maintain this physical distance, additional modifications will be implemented, including but not limited to, clear dividers and or washable desk dividers to meet the specific need of student age.

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Child Study Team - Testing Protocols for School Reopening Plan

- Face coverings will be required (when appropriate) for all staff while inside a school building regardless of social distancing unless doing so would inhibit the individual's health.
- Face coverings will be required (when appropriate) for all students 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.
- Students will be required to wear a face covering (when appropriate) when traveling to the testing site; if the child needs to be escorted to the testing site it will be done by the evaluator to avoid further staff contact.
- Upon entering the testing site, both the student and evaluator will be required to use hand sanitizer when appropriate.
- The testing site may be designed so that the student and evaluator can face each other from across a table with a plexiglass divider between them, as well as trying to maintain social distancing to the best extent possible when appropriate.
- During the evaluation, the sanitized items and manipulatives may be passed through the plexiglass divider with the evaluator wearing gloves.

Therapy Rooms

- Face coverings will be required (when appropriate) for all staff while inside a school building regardless of social distancing unless doing so would inhibit the individual's health.
- Face coverings will be required (when appropriate) for all students 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.
- All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- Service providers **MUST** create individual student spaces, so that students have their "own" items and avoid sharing as much as possible.
- Avoid using items that are not easily cleaned, sanitized, or disinfected (such as stuffed animals).

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- Service providers will not engage students in sand or water activities.
- Keep each child's belongings separated from others and in individually labeled containers, cubbies, or areas, taken home each day, and cleaned, if possible.
- Limit use of supplies and equipment by one group of children at a time, and clean, and disinfect between each use.
- Avoid sharing electronic devices, toys, books and other games or learning aids.
- Service providers will not engage in high-fives or handshakes, etc.
- Service providers will avoid activities that involve students getting in close physical contact.
- Service providers (in the classroom/therapy room) must wipe down commonly handled toys and items.
- Upon entering the testing site, both the student and service provider will be required to use hand sanitizer.
- The therapy sessions will be done by maintaining social distancing protocols when this cannot be achieved, desk dividers or plexiglass may need to be used.
- During hands-on therapy sessions, service providers may be required to wear gloves that will need to be discarded after each therapy session.
- All equipment, devices, tools, etc. should be required to be disinfected between therapy sessions, when possible service providers should create individual spaces for students they will be working with for the day to avoid having multiple students use the same items.
- When the therapy session has been completed both the student and staff member should use hand sanitizer and wear a face covering upon returning to class.
- When possible service providers will be encouraged to "push-in" to classrooms where multiple students can be serviced within the classroom as a group session.
- Service providers that share space with others are encouraged to arrange their schedules so as to limit the amount of students in the space at a time (i.e. one service provider does a classroom session, while the other uses the therapy room for an individual session).

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Diapering/Toileting Protocols

- Prepare the area by sanitizing the table or changing area. The staff member changing the student should be wearing gloves at all times.
- The student should be cleaned using disposable wipes.
- The soiled diaper and/or clothing should be placed in a plastic or waterproof bag.
- Place the used wipes inside the diaper and discard in the trash with the disposable gloves.
- New gloves should be used to put on the fresh diaper
- Wash the child's hands with soap and water once the new diaper has been replaced.
- The staff member should discard the gloves in the trash can and wash their hands with soap and water.
- The area should be cleaned and sanitized after the child has left the area and the staff member's hands should be washed again.

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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 practicable. Students on regular 54 passenger school buses will be seated to provide as much distance from one another as practicable.
- 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 (when appropriate).
- Students, bus drivers, and any other staff member are required to wear a face covering upon entering the school bus (when appropriate), 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 once each day. School buses shall be cleaned and sanitized including seats, windows, rails, and highly touched surfaces once 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.

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- Hand sanitizer will be made available at the school bus entrance for use when boarding.
- Windows will be opened, whenever possible.
- 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 (when appropriate).

Students

- 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 (when appropriate) while riding the bus unless a student has a documented medical reason to not wear a face covering.

Staff

- 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 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:**

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 D

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

Social Distancing in Entrances, Exits, and Common Areas

All schools will provide signage, hallway guides, and physical reminders to maintain proper social distancing during arrival, hallway passing times, use of common areas, and common dismissal times (when appropriate). Face coverings are required (when appropriate) any time students, staff, or visitors are moving throughout the building. School protocols may include, but are not limited to the following:

- Lacey Township High School:
 - Appropriate signage on walls both inside and outside building
 - One way hallways when possible
 - Use of separate entrances for arrival and departure
 - One way stairwells when possible
 - Limited and staggered (when possible) passing times
- Lacey Township Middle School
 - Appropriate signage on walls both inside and outside building
 - One way hallways when possible
 - Use of separate entrances for arrival and departure
 - One way stairwells when possible
- Mill Pond Elementary School
 - Appropriate signage on walls both inside and outside building
 - One way hallways when possible
 - Use of separate entrances for arrival and departure of students
 - Floor signage to remind students to remain socially distant while traveling between locations
- Cedar Creek Elementary School
 - Appropriate signage on walls both inside and outside building
 - One way hallways when possible
 - Use of separate entrances for arrival and departure of students
 - Floor signage to remind students to remain socially distant while traveling between locations
- Lanoka Harbor Elementary School
 - Appropriate signage on walls both inside and outside building
 - One way hallways when possible
 - Use of separate entrances for arrival and departure of students
 - Floor signage to remind students to remain socially distant while traveling between locations

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- Forked River Elementary School
 - Appropriate signage on walls both inside and outside building
 - One-way hallways when possible
 - Use of separate entrances for arrival and departure of students
 - Floor signage to remind students to remain socially distant while traveling between locations

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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 required to complete a health screening form (when appropriate) prior to arriving in the building.
- Staff will be required to wear face coverings (when appropriate) while entering or exiting the building.
- 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 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.

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 will be excluded according to the COVID-19 exclusion criteria.
- A student or staff member who presents with a positive COVID-19 test will be excluded according to the COVID-19 exclusion criteria.

Protocols for Face Coverings

- School staff and visitors are required (when appropriate) to wear face coverings unless:
 - doing so would inhibit the individual's health;
 - the individual is under the age of two;
 - the individual is in extreme heat outdoors;
 - the individual is in water.
- **Staff**
 - Face coverings will be required (when appropriate) for all staff at all times while inside a school building regardless of social distancing unless doing so would inhibit the individual's health.
 - Staff must wear face coverings while entering and exiting the building.
- **Students**

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- o Students are required to wear (when appropriate) their face coverings on the bus ride into school in the morning, and on the bus ride home.
- o Face coverings will be required (when appropriate) 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.

Appendix F

Critical Area of Operation #6 - Contact Tracing

- Contact tracing will be conducted for **close contacts** 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.
- 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 a period of time after their last exposure, according to COVID 19 criteria.
- 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.
- 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

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- 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

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- Drinking fountains will be cleaned and sanitized daily.

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Appendix H

Critical Area of Operation #8 – Meals

Food Service Staff

- Infection, Control, and Occupational Safety and Health plans apply to any person entering or working the District kitchens.
- All Food Service Staff must report any symptoms of illness immediately to the Food Service Director. All workers should know how to contact the Food Service Director with any COVID-19 concerns.

Personal Protective Equipment

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

Cleaning and Disinfecting

- Staff will clean and disinfect high-touch areas routinely. High-touch areas include:
 - Keypads
 - Countertops
 - Kitchen Equipment
- 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.
- Large trash receptacles will be placed in centralized locations. The meal cleaning process will consist of custodial staff emptying these trash receptacles using latex gloves to dispose of in a safe area.
- When used, staff 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.

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Meal Preparation

- All areas designated for food and/or beverage preparation are in conformance with applicable local, State, and Federal regulations.
- All staff are trained and certified in Safe Food Handling.
- All staff are responsible for abiding by the Cafeteria SOP, which outlines the regulations set forth by the Board of Health and USDA.
- Disposable latex gloves must be worn while preparing and delivering food.
- The Food Service Department (FSD) will limit capacity to a number that ensures all students and staff can remain socially distanced from all other students and staff at all times, except for those with whom they are sharing a table.
- The FSD will prohibit students and staff from entering the cafeteria because there will be no dining in the cafeterias.
- The FSD will prohibit any persons from entering the kitchen, except necessary personnel.
- No self-service or buffets will be permitted.

Continuity of Meal Programs

- The USDA requires that meals must be available and accessible to all students, regardless of eligibility, and must be claimed at the applicable free, reduced or paid eligibility categories.
 - Reimbursable meals may only be claimed for meals provided to students physically attending schools, students participating in virtual instruction throughout the week, and a combination of physical and virtual instruction.
 - Meals cannot be claimed on weekends or on days where no instruction takes place.
- The School Food Authority (SFA) must continue to strive to prevent overt identification.
- The Lacey Township School District participates in the National School Breakfast Program and abides by the USDA Child Nutrition guidelines.
- The Lacey Township School District participates in the Special Milk Program and abides by the USDA Child Nutrition guidelines.
- The Lacey Township School District participates in the National School Lunch Program and abides by the USDA Child Nutrition guidelines.
- The Food Service Department will arrange for contactless pay whenever possible using PaySchools Central and the Parent Portal.

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Appendix I

Critical Area of Operation #9 – Recess/Physical Education

Physical Education (K-12)

Physical Education is a critical part of a well-rounded education and an essential learning opportunity for young people. Physical education offers critical and unique learning experiences providing students with opportunities to learn motor skills and gain an understanding of the importance of physical activity. Our objective is to provide meaningful, safe, culturally responsive, and standards based physical education to our students while maintaining social distancing requirements. Teachers will focus their efforts on the progression of developing student skills and confidence in becoming physically literate.

To do so, an inventory of outdoor space will be completed, stations will be utilized, and areas will be marked off to ensure separation among classes, and avoid cohort mixing (when appropriate). Separate controlled entrance and exit points will be utilized. Physical education classes will be held outside, as long as possible.

All students, K-12, will be reminded to wear appropriate clothing for current weather conditions. Students should be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather and in order to participate in physical education.

Social distancing will be maintained when moving students to an outdoor space and/or in the classroom (when appropriate).

Appendix J

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

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We will ensure that all field trips and use of facilities will conform to the regulations that are in place at the time

- Field trips will be permitted and will follow social distancing regulations in place at that time.
- Public use of school facilities will be permitted in accordance with the COVID-19 regulations and protocols that are in place at the time.
- Public use of school facilities will adhere to hygiene standards in place at the time.
- A cleaning/ disinfecting schedule will be developed to allow for in person gathering outside school hours.

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
 - Summer Enrichment Programs
 - 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.

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- 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
- Panorama Education (social emotional learning platform)
- 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

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RESTART & RECOVERY

- 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 L

Restart Committee

The New Jersey Department of Education released the *The Road Back – Restart and Recovery Plan for Education* (RRP Guidance) for schools to reopen in September 2020. The RRP provides guidance related to four key subject areas: *Conditions for Learning*; *Leadership and Planning*; *Policy and Funding*; and *Continuity of Learning*. Each key subject area has subsections that are addressed in the Lacey Township School District's plan to reopen.

Prior to the release of the RRP Guidance, the School Reopening Committee began meeting weekly to prepare for school reopening. This committee, led by the Superintendent and comprised of administrators, developed five subcommittee Focus Areas chaired as follows:

1. Operations and Governance - Dr. Clark, Superintendent
2. Personalized Learning - Mrs. Amos, District Supervisor
3. Finance - Mr. DeGeorge, Business Administrator
4. Personnel - Mr. Zylinski, District Supervisor
5. Physical and Mental Health - Mr. Bond, Director of Special Services

Each Focus Area subcommittee was comprised of the following individuals:

- BOE Member(s)
- 1 School Nurse
- 1-2 Principals
- Supervisor / Assistant Principal
- 2-3 Teachers
- 1 Guidance Counselor
- 1 CST Member

The objective of the subcommittee was to explore re-entry options and the implications of the RRP Guidelines related to each. The subcommittees were tasked with creating research-based recommendations, needs analysis, and major concerns for each of the LTSD re-entry models. The option that best meets the needs of the students of the Lacey Township School District is outlined in Appendix N.

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Appendix M

Pandemic Response Teams

The Lacey Township School District has established six school-based Pandemic Response Teams, which include a cross section of administrators, teachers and staff. The purpose of the school-based Pandemic Response Teams in each school will be to centralize, expedite, and implement COVID-19-related decision-making.

Pandemic Response Team Chair - Mr. Zylinski, District Supervisor

	Cedar Creek School	Forked River School	Lanoka Harbor School	Mill Pond School	Lacey Middle School	Lacey High School
Principal Lead	Holly Niemiec	Eric Fiedler	Jeff Brewer	Joanie Donohue	Greg Brandis	Jason King
Nurse	Ashley Mayberry	Kelly Valardi	Alicia Crandall	Terri DeGaetano	Kristen Patterson	Carissa Sulkowski
Supervisor/AP	Ed Subokow	Jessica Cellini	Theresa Kilmurray	Paul O'Neill	Don Lintner Margaret Molloy	Mark Angelo Aimee DelVento
Teachers	Lisa Meelheim Bethann Barneman	Scott Boedigheimer Miranda Paris	Jody MacDonald Darlene Price	Lori Savage Stephanie Danziger Melissa Paz	James Handschuch Nick Madensky Alison Brannick	Erin Papalia Sally Dipaola
Guidance Counselor	Tara Friedman	Brittney Hintz	Cristin Conigliaro	Alissa Fisher	Watson Heilala	Stephanie Law
CST Member	Nicole Simas	Jodie Ringle	Ashley Goral	Cara Ruff	Kelli Marchitello	Jessica Frandsen
Custodian	Mark Stevens	Mike Tempiero	Don Crawford	Eric LaPelusa	Paul Schlagenhaft	Kerry Cornelius
Secretarial	Kris Burger	Lisa Webb	Lori Parker	Kris Burger	Marisa Speck	Renee Stephenson

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The Pandemic Response Team is responsible for:

- Overseeing each school’s implementation of the district’s reopening plan, particularly health and safety measures, and providing safety and crisis leadership.
- Adjusting or amending school health and safety protocols as needed.
- Providing staff with needed support and training.
- Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
- Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posted by COVID-19.
- Providing necessary communications to the school community and to the district.
- Creating pathways for community, family, and student voices to continuously inform the Team’s decision-making

Appendix N

Scheduling of Students

The School Day

High School	7:05 am - 1:35 pm
Middle School	7:30 am - 2:00 pm
Mill Pond	8:00 am - 2:30 pm
Lanoka Harbor	8:25 am - 2:55 pm
Cedar Creek	8:50 am - 3:20 pm
Forked River	9:15 am - 3:45 pm
PreK	8:00 am - 10:30 am
PreK	11:30 am - 2:00 pm
PreK	8:15 am - 10:45 am

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PreK	12:00pm -2:30pm
PreK	9:15pm - 1:15pm

The Educational Program

The Five Day a Week Cohort Model

Structure

This model will provide students with face-to-face instruction. Elementary students will be cohorted according to their homeroom schedules. Middle and high school students will be cohorted according to their daily class schedules.

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Appendix O

Staffing

- **Roles and Responsibilities:** In a fully in-person 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 (when appropriate) 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.
 - 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 students.
 - Assess student progress early and often and adjust instruction and/or methodology accordingly.
 - Develop opportunities for real-time interactions with students.
 - 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.
 - Providing materials, manipulatives and items for at-home activities at no cost to families (particularly in preschool).

- **Administrator Responsibilities:**
 - Consider roles for staff with health concerns, leveraging them to enhance and inform in-person instruction.
 - Provide time for staff collaboration and planning (team meetings).

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- Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction (reading specialist, counselor, ELL teachers, case managers).
- Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- Hone collaboration, cooperation and relationship building skills
- Assess teacher, student, and parent needs regularly.
- Ensure students and parents receive necessary supports to ensure access to instruction
- Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
- Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- Collaborate on curriculum planning and assessing student academic and social emotional well-being when they return to school.
- Create feedback loops with parents and families about students' academic and social emotional health and well-being. Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- Create and communicate realistic student schedules to increase student engagement.
- Collaborate in determining expectations for differentiated instruction and rigor.
- Support families in connecting with teachers and other services they need to be successful.
- 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 based on need.
 - 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:**

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- Reinforce social distancing and safety protocols with students and teachers
- Support teachers and students.
- 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.

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

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Appendix P

Athletics

The Lacey Township School District will follow and implement all protocols and procedures set forth by the NJSIAA.

CHART OF USEFUL LINKS

Conditions for Learning		
Section	Title	Link
Critical Area of Operation #1	Childcare, Schools, and Youth Programs	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
	People Who Are at Increased Risk for Severe Illness	https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance
	When and How to Wash Your Hands	https://www.cdc.gov/handwashing/when-how-handwashing.html
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana

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	What Bus Transit Operators Need to Know About COVID-19	https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf
	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/posters.html
Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/
Section	Title	Link
	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf
	Guidance for Child Care Programs that Remain Open	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html
	General Business Frequently Asked Questions	https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf

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Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	https://www.nj.gov/education/njtss/guidelines.pdf
	RTI Action Network	http://www.rtinetwork.org/
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf
Wraparound Supports	SHAPE	http://www.schoolmentalhealth.org/SHAPE/
	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Coronavirus Resources for Mentoring	https://nationalmentoringresourcecenter.org/
Section	Title	Link
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Section	Title	Link
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/eevaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml

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Athletics	Executive Order No. 149	http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf
Policy and Funding		
Section	Title	Link
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm
Section	Title	Link
Purchasing	New Jersey School Directory	https://homerom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bsol/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/

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Continuity of Learning		
Section	Title	Link
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml
Section	Title	Link
Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/
Career and Technical Education (CTE)	Communicable Disease Service	https://www.nj.gov/health/cd/topics/covid2019_schools.shtml
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html