



# LEA Plan for Safe Return to In-Person Instruction and Continuity of Service

## Pursuant to the Federal American Rescue Plan Act, Section 2001(i)

### Introduction and Background

As announced in the New Jersey Department of Education (NJDOE)'s [April 28, 2021 broadcast](#), in March 2021 President Biden signed the Federal [American Rescue Plan \(ARP\) Act](#), Public Law 117-2, into law. The ARP Act provides an additional \$122 billion in Elementary and Secondary School Emergency Relief (ARP ESSER) to States and school districts to help safely reopen, sustain the safe operation of schools, and address the impacts of the COVID-19 pandemic on the nation's students. As with the previous ESSER funds available under the Coronavirus Aid, Relief and Economic Security (CARES) Act, and the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA), the purpose of the additional funding is to support local educational agencies (LEAs) in preparing for and responding to the impacts of COVID-19 on educators, students, and families. Additional information on ARP ESSER may be found in the NJDOE's [funding comparison fact sheet](#).

Section 2001(i)(1) of the ARP Act requires each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, no later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools (Safe Return Plan) A Safe Return Plan is required of all fund recipients, including those that have already returned to in-person instruction. Section 2001(i)(2) of the ARP Act further requires that the LEA seek public comment on the Safe Return Plan and take those comments into account in finalization of the Safe Return Plan. Under the interim final requirements published in [Volume 86, No. 76 of the Federal Register](#) by the U.S. Department of Education (USDE), an LEA must periodically, but no less frequently than every six months through September 30, 2023, review and, as appropriate, revise its Safe Return Plan.

Pursuant to those requirements, **LEAs must submit to the NJDOE and post on their website their Safe Return Plans by June 24, 2021.** The NJDOE intends to make LEA ARP ESSER Fund applications available in EWEG on May 24, 2021 and LEAs will submit their Safe Return Plans to the NJDOE via EWEG. To assist LEAs with the development of their Safe Return Plans, the NJDOE is providing the following template.

This template incorporates the federally-required components of the Safe Return Plan. The questions in the template below will be included in the LEA ARP ESSER Fund application in EWEG. LEAs will submit responses to the questions within the LEA ARP ESSER Fund application in EWEG by June 24, 2021. The NJDOE hopes that this template will allow LEAs to effectively plan for that submission and to easily post the information to their websites as required by the ARP Act.

Note that on May 17, 2021, Governor Murphy [announced](#) that upon the conclusion of the 2020-2021 school year, portions of Executive Order 175 allowing remote learning will be rescinded, meaning that schools will be required to provide full-day, in-person instruction, as they were prior to the COVID-19 Public Health Emergency. The NJDOE and New Jersey Department of Health will share additional information regarding State requirements or guidance for health and safety protocols for the 2021-2022 school year as it becomes available.

# Template: LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

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LEA Name: Green Township School District

Date: 6/16/2021

Date Revised 6/17/2021:

## 1. Maintaining Health and Safety

For each mitigation strategy listed below (A–H), please describe how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC.

### A. Universal and correct wearing of masks:

- All Employees and adult visitors are required to wear face coverings unless doing so would inhibit the individual's health. (p.9, NJDOE) [See most up to date information concerning underlying health conditions on the CDC website.]
- The Green Township School District requires that all students wear face coverings unless doing so would inhibit the child's health as noted in the most up to date CDC guidelines. Face coverings will continue to be required in school and during school activities until such time as the Governor's Office issues an executive order to the contrary.
- Face coverings must be worn at all times by those taking the temperature of any person entering the school facility.
- Face coverings will be provided for those who come to the school facility without personal protective equipment. Adult and child sized face coverings are in stock and will be re-ordered as needed.
  - Staff/Visitors: Required for all staff and visitors unless contraindicated based on health (or under 2 years old); entry to the building may be denied.
  - Students: Face coverings for students is required, except when contraindicated based on health, extreme heat, IEP precludes it, or under 2 years old. In any situations in which social distancing *cannot be maintained*, face coverings will be required (except for the reasons just listed). Other accommodations to be explored according to individual student need and relevant laws/regulations.
  - Community education/reinforcement of use of face coverings
    - CDC: [Considerations for Wearing Cloth Face Coverings](#)
    - NJDOH: [Should I Wear a Mask to Stop the Spread of COVID?](#)
- Green Hills School Health Office provides guidance and support regarding the proper wearing of face coverings as well as updated protocols as new guidance from the State of NJ, NJ CDC and NJ Department of Health becomes available.

- Green Hills School Health Office Face Covering Information page: Green Township School District Website: [GHS Nursing Services Webpage - Face Coverings](#)
- [Green Township School District Policy 1648 Restart and Recovery Plan](#) was adopted by the Green Township School District in October 2020 and revised as required in December 2020. On June 26, 2020, the New Jersey Department of Education (NJDOE) published “The Road Back - Restart and Recovery Plan for Education” (Guidance), a guidance document for reopening New Jersey schools during the COVID-19 pandemic. The Guidance provided school officials with the information necessary to ensure that schools reopen safely and are prepared to accommodate staff and students’ unique needs during these unprecedented times. The NJDOE required school districts in the State to develop, in collaboration with community stakeholders, a “Restart and Recovery Plan” (Plan) to reopen schools that best fits the district’s local needs.

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

- Provisions of this policy include:
  - Conditions for Learning
  - Leadership and Planning
  - Policy and Funding
  - Continuity of Learning

**B. Physical distancing (e.g., including use of cohorts/podding):**

- All students, staff and visitors will be screened prior to entering the school facility. (p. 8, NJDOE)
  - Brief screening includes general health questions and external digital temperature reading
- As of June 2021, social distancing of 3ft. is to be maintained on all school buses, in the schoolbuilding and on school grounds. Where this is not possible, additional physical or directional barriers will be utilized.
  - Signage on school grounds and at school entrances
  - Directional markers in hallways, lobbies, and other areas of the school building
  - Students seated 3ft apart or if closer, Plexiglas barriers will be in place
  - Social distancing with Plexiglas barriers in place when students are eating

lunch is required.

- Social distancing will continue to be required in school and during school activities until such time as the Governor's Office issues an executive order to the contrary.
- Class size allows for the accommodation of social distancing of 3ft. This requires that the school monitor enrollment and square footage of instructional spaces used for all class groups. The school does not anticipate enrollment at any given grade level will make this provision problematic, however in the event that a cohort of students is larger than expected, reassignment of teaching spaces and/or use of additional Plexiglas barriers will be made available.
- Green Hills School Health Office provides guidance and support based on most recently released information from the CDC and NJ DOH.
- Green Hills School Health Office – Social Distancing information page; Green Township School District website [Green Hills School Nurses Office Webpage - Social Distancing](#)
- [Green Township School District Policy 1648 Restart and Recovery Plan](#) was adopted by the Green Township School District in October 2020 and revised as required in December 2020. On June 26, 2020, the New Jersey Department of Education (NJDOE) published "The Road Back - Restart and Recovery Plan for Education" (Guidance), a guidance document for reopening New Jersey schools during the COVID-19 pandemic. The Guidance provided school officials with the information necessary to ensure that schools reopen safely and are prepared to accommodate staff and students' unique needs during these unprecedented times. The NJDOE required school districts in the State to develop, in collaboration with community stakeholders, a "Restart and Recovery Plan" (Plan) to reopen schools that best fits the district's local needs.

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#### **C. Handwashing and respiratory etiquette: Hand hygiene**

- Frequent handwashing: every other period (or another agreed upon schedule), before/after eating, after using restroom, after sneezing/coughing into hands.

- Ensure automated paper towel dispensers are always operational with batteries replaced regularly
- Hand sanitizer (60% alcohol or more) to be used in situations where soap/water is not accessible.
- Avoid touching eyes, nose and mouth with unwashed hands.
- Classroom teachers incorporate [handwashing lessons and activities](#) recommended by the CDC.
- *Consider installation of hands-free faucets for bathroom sinks where feasible, particularly the Health Office.*
- Hand sanitizer pump stations to be accessible at all school entrances.
  - Signs and messages
    - Morning announcements giving hygiene reminders
    - Hygiene-related signs posted in classrooms, hallways, restrooms:
      - CDC [Cover Your Cough](#)
      - CDC [Handwashing Posters](#)
      - [Additional CDC print resources related to COVID-19](#)
    - Pop-up messages on district website with hygiene and prevention-related reminders.
- Green Hills School Health Office provides guidance and support based on most recently released information from the CDC and NJ DOH.
- Green Hills School Health Office – Hand Hygiene information page; Green Township School District website [Green Hills School Nurses Office Hand Hygiene webpage](#)
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#### **D. Cleaning and maintaining healthy facilities, including improving ventilation:**

Routine Cleaning:

Soiled and frequently touched surfaces can be reservoirs for pathogens, resulting in a continued transmission to people. Therefore, for pathogenic microorganisms that can transmit disease through indirect contact (transmission through contaminated surfaces), extra attention must be paid to surfaces that are touched most often by different individuals. As part of standard infection control practices, routine cleaning will be continued.

Routine cleaning includes

- Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails, doorknobs/breaker bars.
- Dust- and wet-mopping or auto-scrubbing floors.
- Vacuuming of entryways and other carpeted areas.
- Removing trash.
- Cleaning restrooms.
- Wiping heat and air conditioner vents, maintain filters.
- Spot cleaning walls.
- Spot cleaning carpets.
- Dusting horizontal surfaces and light fixtures
- Cleaning spills.

Cleaning and Disinfection:

- Cleaning removes germs, dirt and impurities from surfaces or objects, while disinfecting kills germs on surfaces or objects. Always clean surfaces prior to use of disinfectants in order to reduce soil and remove germs. Cleaning of soiled areas must be completed prior to disinfection to ensure the effectiveness of the disinfectant product.
- Combination products may be utilized. Product labels will be followed for mixing ratios and dwell time (15 minutes for most solutions) for disinfecting.

Cleaning and Disinfection  
methods: Include the use  
of the following

- Eco hydrogen peroxide solution

- Eco disinfectant solution
- Critical care solution
- Microfiber cloths
- Area fogger with Purox solution
- UV-C technology, wands, lights (nurse's office)

Target areas that need to be specifically disinfected

❖ Surfaces to remain wet with solution for 15 minutes.

1. Classrooms:

- Doorknobs or handles
- Light switches and cover plates
- Desks, tables and chairs
- Counter tops
- Telephones
- Shared keyboards, tablets
- Other commonly touched items identified

2. Restrooms:

- Doorknobs or handles
- Light switches and cover plates
- Paper towel dispenser knobs or handles
- Faucet handles
- Toilet and urinal flush levers
- Toilet seats
- Toilet and urinal partitions, doors (including knobs, levers or slides)
- Other items identified locally

3. Lunchroom:

- Refrigerator door handles
- Microwave door handles and buttons/keypads
- Table tops
- Doorknobs or handles
- Light switches and cover plates
- Table partitions
- Drinking fountain

4. Classroom and office space:

- Doorknobs or handles
- Light switches and cover plates
- Telephones
- Other commonly touched items identified
- Shared equipment

5. Health Office

- Clean and disinfect health cots regularly (after each student use)
- Doorknobs, light switches

6. Gymnasium

- Light panel
- Doorknobs

- c. Equipment used by students
- 7. Locker room:
  - a. Doorknobs or handles
  - b. Light switches and cover plates
  - c. Benches
- 8. Other locations:
  - a. Entry call buttons
  - b. Breaker bars
  - c. Stairway handrails, doorknobs, light switches
  - d. Hallway doorknobs, handles, drinking fountain faucets
  - e. Vehicles' steering wheels, door handles, shift knobs, dashboard controls

**E. Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments**

- School nurse provides administrators, school safety specialists, counselors, staff and school community with information and education regarding the importance of contact tracing in maintaining school safety and mitigating the spread of COVID-19.
  - [What is Contact Tracing? NJ DOH FAQ](#)
  - [CDC's Contact Tracing for COVID](#)
  - [CDC's Investigating a COVID-19 Case](#)
- School Safety Specialist completes the NJDOE recommended [COVID-19 contact tracing course](#) offered by Johns Hopkins University, in accordance with NJSA 18A:17- 43.2.
- School nurse collaborates with Sussex County Department of Health (DOH) to initiate contact tracing, disclosing only necessary student “personally identifiable information” (PII) under the [health/safety emergency exception](#) to FERPA’s usual consent requirement.
- Green Township School District has created and implements a contact tracing procedure
  - Sussex County DOH implements county-wide contact tracing procedures.
  - Considerations to include:
    - Notification:
      - School Nurse to liaise with DOH re: new or suspected cases.
    - Administration to notify staff, families and community after School Nurse obtains DOH recommendation. Assistance by school district to DOH to be determined. (education, follow up, monitoring).
    - Designated school staff participating in contact tracing will be educated in school procedure and will complete [Johns Hopkins contact tracing course](#).
    - Privacy and confidentiality will be safeguarded under the direction of FERPA, and notifications to staff/school community

will not include any PPI.

- Clear delineation of responsibilities, so as to avoid delays in execution of the policy. Template:
  - School Nurse notifies administration and DOH
  - Administration solicits names of close contacts in school and locations within the school building where contact was made. *Current protocol indicates the timeframe to be considered is within 48 hours preceding the onset of symptoms.* Teachers will be important sources of information in the case of a suspected student.
    - Names
    - Dates of interactions
    - Time-frames
    - Spaces occupied within the building
  - School Nurse advises suspected individual of next steps to expect from DOH.
  - School Nurse advises close contacts (or their parents) of their possible exposure and the next steps they can expect from the DOH. Sussex DOH currently basing guidance on [NJDOH COVID-19 Guidance for Reopening Childcare](#) and [NJDOH Timeframe for Self-Isolation/Quarantine based on Testing Result](#). Consider phone, email, or instant alert notification depending on number of close contacts.
  - Administration notifies the head of facilities of a suspected case and the locations occupied within the building. Facilities department initiate [CDC cleaning protocols](#).
  - Building closure timeline in coordination with DOH recommendation at the time of any instance requiring this step.
  - Administration notification of staff/community in coordination with DOH recommendation.
- Staff, students and families are required to report any symptoms or suspected exposure to the School Nurse as soon as possible. A dedicated voicemail box and email address at which symptoms or suspected exposure can be reported is monitored by the School Nurse, to eliminate any delays in notification.
- Green Hills School Health Office – Contact Tracing information page; Green Township School District website [Green Hills School Nurse’s Office Contact Tracing webpage](#)
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#### **F. Diagnostic and screening testing:**

- Screening of students and employees upon arrival:
  - Temperature taking:
    - Eight infrared non-contact thermometers are used for temperature taking daily
    - Principal assigns staff to temperature taking duty in the morning and throughout the day for visitors or traveling staff. School Nurse to train designated temperature takers.
    - School nurse will not be assigned as a temperature taker, but will be available in the Health Office for students and staff, to provide care in emergencies, and for immediate concerns that arise first thing in the morning
    - Masks must be worn at all times by temperature takers.
    - Entrance for Students Disembarking from School Buses:
      - Students are directed to the library doors (or other designated point of entry), maintaining a 3' social distance.
      - Temperatures will be taken just inside the entryway, or in the case of inclement weather, inside the small gym (or other suitable area).
      - Areas are marked on the ground/floor with tape/painted logo at 6 foot intervals to help maintain appropriate distance.
      - Students with elevated temperatures will be directed to the Health Office (with a written pass) for further assessment by the School Nurse.
      - Parent/guardian is called for immediate pick up if temperature is elevated above set parameters (100.4

degrees F). Parents are required to update contact information, emergency contacts and alternate adults who may be able to pick up their child in order to ensure timely pick up

- Entrance for Students Disembarking from Parent Vehicles:
  - Students remain in their car until notified that it is time to approach the building.
  - Staff direct students to approach designated entrance door for temperature screening. If student is cleared to enter, parent may drive vehicle from school grounds
  - If a child's temperature is elevated, parent will park in designated "holding area" for recheck prior to parent departure.
- Staff arriving before students must report to Main Office lobby for temperature check via a temperature kiosk. In the event that this device is out of order, temperatures will be checked by a staff member designated by the Principal. Traveling/PM staff must use main entrance and report to designated area for temperature taking.
- Temp takers to have log sheets for documenting any elevated temperatures or other observable COVID-19 symptoms.
- Visual Assessment: Students who are displaying noticeable symptoms (shortness of breath, cough, chills/shaking, excessive drowsiness, flushed face) on entry will be referred (with a written pass) to the School Nurse.
- Visual Assessment: Staff members displaying noticeable symptoms will notify the main office and will report to the School Nurse's Office.
- Symptom verification: staff/substitutes/parents will be instructed to perform a daily self-assessment checklist using Pick Up Patrol, to check for symptoms prior to leaving home for school.
- Staff members perform a daily self-assessment checklist using Share 911, to check for symptoms prior to leaving home for work.

**G. Efforts to provide vaccinations to educators, other staff, and students, if eligible:**

In conjunction with the Sussex County Department of Health, the Sussex County Office of the NJDOE , and in partnership with Atlantic Health Care Systems, all Green Township School District staff were provided the opportunity to receive vaccinations for COVID-19.

#### **H. Appropriate accommodations for children with disabilities with respect to the health and safety policies:**

Consistent with requirements of IDEA and New Jersey Administrative Code Title 6A, Chapter 14 as well as guidance from the USDOE and the NJDOE, Green Hills School will continue to provide special education and related services to students with disabilities to the greatest extent possible. This commitment is made whether Green Hills School operates in-person, virtually or with combined programs.

- Medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan will be addressed through the Student Assistance Team. All existing 504 Plans are current. New referrals will be reviewed as received.
- IEP team will review student progress during remote instruction to determine if critical skills were lost during remote instruction and if additional services are needed.
- Teachers and related services providers tracked student participation and progress during the health-related school closure in the spring; additional services will be provided by the IEP team as quickly as possible if needed in the fall.
- IEP team will consider the impact of missed services on student progress towards meeting IEP goals and objectives to determine if additional services are needed to address regression and recoupment of skills within a reasonable length of time. This will be done as part of the IEP team review noted above. Again, additional service will be provided by the IEP team as quickly as possible if needed in the fall.
- IEP team will complete overdue and/or incomplete evaluations for eligibility/re-eligibility for special education as soon as it is feasible to have in-person evaluations. Health, safety, distancing, and cleaning precautions will be in place.
- Clear communications to parents/guardians of procedures for student referrals and evaluations to determine eligibility for special education and related services or 504.
- This plan will be posted on the school website.
- [Green Township School District Policy 1648 Restart and Recovery Plan](#) was adopted by the Green Township School District in October 2020 and revised as required in December 2020. On June 26, 2020, the New Jersey Department of Education (NJDOE) published “The Road Back - Restart and Recovery Plan for Education” (Guidance), a guidance document for reopening New Jersey schools during the COVID-19 pandemic. The Guidance provided school officials with

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## 2. Ensuring Continuity of Services

A. Describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff's social, emotional, mental health, and other needs, which may include student health and food services. (1000 character limit)

### **IEP/504:**

Consistent with requirements of IDEA and New Jersey Administrative Code Title 6A, Chapter 14 as well as guidance from the USDOE and the NJDOE, Green Hills School will continue to provide special education and related services to students with disabilities to the greatest extent possible. Medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan will be addressed through the Student Assistance Team. All existing 504 Plans are current. New referrals will be reviewed as received. IEP team will review student progress during remote instruction to determine if critical skills were lost during remote instruction and if additional services are needed. Clear communications to parents/guardians of procedures for student referrals and evaluations to determine eligibility for special education and related services or 504 Plan is posted on the school website.

## Academic Needs:

- The Green Township School District continues to monitor student academic needs through the use of a variety of strategies, using data on which to base instructional design decisions. Diagnostic, formative and summative assessments along with quantitative data gathered by highly trained instructional staff is collated in the form of a “data card” for each students. This data allows teachers to more effectively target instruction, providing instructional supports within the Response to Intervention (RTI) framework. All teachers are trained in RTI strategies as Tier I and Tier II intervention occurs in the classroom daily. Students requiring Tier III intervention are provided these supports in addition to their regular instructional experiences. Grade level and subject area teams of teachers work with administration and instructional coaches to ensure that these strategies as well as the use of data are used in all instructional decisions.
- All students are assigned a Chromebook where they are able to access classroom platforms where teachers post materials relevant to their instructional plan.
- Parents have access to the Parent Portal, where they are able to be updated as to their child’s academic progress.
- The District uses GoGuardian, a program that allows the monitoring of students’ use of the internet to ensure the safe and appropriate use of District devices.
- [The Connected Action Roadmap \(CAR\) framework](#) is a resource that helps educators to examine the standards and district scope and sequence.

The Green Township School District will:

- Address the skills and content knowledge most critical.
- Address pacing.
- Address how students demonstrate their knowledge of the standards.
- Identify resources that can be used to support this work.
- Instructional Coaches help identify resources and frame the work to support teacher collaboration.
- Communicate expectations with teachers and parents.
- Implement a schoolwide and/or grade band level approach to diagnosing students’ unfinished learning in prerequisite content knowledge and prerequisite skills.
- Revise instructional units to scaffold prior grade material and skills foundational to the current unit. Do not try to reteach all the “lost learning” at the beginning of the year.
- Teachers and coaches collaborate on unit and/or lesson planning.

- Pre-Assess for the current unit's foundational skills only and build prior year knowledge as needed throughout the year.
- Align pre-assessments to most critical prerequisite skills and content knowledge that will be addressed in the upcoming unit only.
- Plan instruction for mastery of grade level content based on data.
- Know that some content or skills may need to be combined, lessened or dropped. This should be done only in accordance to the prioritization from bullet 2 so all students have an equitable experience across a grade.
- Teachers across grade levels and/or content levels should collaborate closely to use common pre-assessments in order to collect data on student learning gaps to share with district administrators.
- Train staff on using common assessments
- Train staff on recording data in Realtime and/or Google drive
- Integrate prior grade skills and knowledge into the grade level content so that students can access the grade level content. This is accelerating learning. In other words: Adapt the curricular scope and sequence/pacing for each subject area and grade level to accommodate where teachers might need to provide acceleration support.
- Provide guidance documents for teachers to help ensure that
- Types of assignments are consistent with standards
- Provide specific evidence of the degree to which standards are met.
- Include actions educators will take in response to student work.
- Determine and communicate how lesson plans should be designed to be more consistent, show incorporation of prior grade skills/standards and can quickly be reviewed.
- Monitor and evaluate students' progress on grade-appropriate assignments and adjust supports for teachers and leaders based on student results.
- Coaches, teachers and/or Principal collaboration to go over student progress across grade levels and/or content to monitor growth and instruction. Again - collaboration time built into full remote day.

## **Social Emotional / Mental Health:**

### **Educator Well-Being**

The Green Township School District provides several resources to staff to encourage and support self-care, resilience and stress management.

- District policies are in place to protect staff, and secure services for staff including health benefits. (Policy 3420/4420)
- Staff health benefits plan provides emotional support resources including

access to on-demand coping tools and peer support.

- The District has established protocols for the cleaning, disinfection and sanitization which meet or exceed recommendations of the CDC for school facilities.
- The District has established protocols on social distancing and hygiene.
- The District provides personal protective equipment (masks, gloves, etc.) to staff.
- Online professional development courses are provided through SAIF Schools on topics related to a healthy, safe, responsive workplace.
- The district works closely with Gallagher Risk Management to ensure that policies and procedures are implemented to ensure the safety of all. The District Safety Team meets quarterly with our risk manager to analyze data and make informed decisions.
- Visitors & Vendors will be limited to a single entrance, isolated from contact with students and or employees, and must comply with all social distancing and hygiene responsibilities.

### **Trauma-Informed Social and Emotional Learning**

Improve partnerships with families and community organizations in order to deepen relationships and plan for SEL:

- Incorporate personalized outreach efforts on various SEL topics via virtual events, social media, school website, and PTA engagements in order to connect with families.
- Communicate regularly with families to provide information regarding mental health resources, social-emotional learning in the school and home environment, and resources to reinforce SEL at home.
- Share [resources](#) highlighting the importance of SEL.

#### **SEL in the classroom:**

- Implement new SEL curriculum ([Second Step](#)) for grades K - 8 to be utilized in the classroom as well as in a virtual environment.
- Collaborate with teachers to embed SEL into appropriate existing academic curriculum.
- Curriculum includes a family resource component to be sent home regularly.

#### **Assessing risk, stress, and trauma:**

- Classroom teachers will establish a regular practice of checking in with students each morning to see how they are feeling.
- Reach out to families to encourage them to communicate any concerns they may have about their child.
- Establish specific protocols to clarify how and under what circumstances teachers will notify the appropriate contact when a student appears to be in

distress. Teachers will be trained on the protocols and procedures prior to

#### **Trauma informed classrooms:**

- Teachers will be given [professional development opportunities](#) focused on trauma- informed teaching prior to school reopening.
- Teachers will be provided learning opportunities to help them [identify signs](#) of childhood trauma.

#### **Foster a culture of self-care with staff:**

- Encourage all staff members to [assess their self-care needs](#).
- Share self-care resources with faculty and staff.
  - [Strategies for Districts to Support Self-Care for Educators During the COVID-19 Pandemic](#)
  - [Educator Resilience and Trauma-Informed Self Care](#)
- Integrate [SEL practices](#) into staff meetings.
- Provide [resources](#) to help build resilience for teachers and staff.

#### **School Climate and Culture**

The Green Township School District has a school level Climate and Culture Committee in place that collaborates with the Administration and the Green Township Board of Education.

Extensive work has been done in this area. A survey of staff was conducted prior to the creation of the committee and was conducted again in order to determine growth. A District Satisfaction Survey was conducted as well as student climate and culture surveys. These data continue to inform the work of the District. Several action steps related to the goal of improvement of School Climate and Culture:

- BOE/Administration/Staff committee work
- Surveys of stakeholders
- Programs, workshops and messaging for students, staff and parents regarding health, social-emotional learning, and well-being topics
- Collaborative work to create the Green Township School District Comprehensive Equity Plan
- Information helpful to stakeholders located on the District website
- [School Climate Strategy Research Guide](#)

## Utilizing the Strengths of Staff

The Green Township School District recognizes the importance of the roles of administrators and staff in ensuring that the social-emotional and mental well-being of members of the school community are appropriately addressed. Therefore:

### Administrators will:

- Utilize newsletters, the school website, and/or social media to continually communicate with families and staff about the application and importance of SEL.
- Evaluate staff capacity and student needs when determining essential personnel for next school year.
- Facilitate and/or host opportunities for students, staff, and families to connect and reflect.
- Evaluate school policies and protocols to ensure systems are in place to support students' social-emotional needs. Establish the vision of making sure all students have at least 1 caring staff member checking in on them.
- Prioritize needed professional development for staff.
- Collaborate with outside entities and agencies in order to establish partnerships to provide mental health and trauma supports to adults and students.
- Create opportunities for staff to regularly practice and reflect on their social and emotional competencies. Establish the expectation that all school staff should work to support students to do the same.
- Provide school staff with training and support on facilitating difficult conversations and then empower them to engage students in these dialogues.
- Ensure that systems are set-up to identify staff or students that may be struggling and best support their needs.

### Teachers will:

- Embed SEL skills and strategies in remote learning with students.
- Provide students with opportunities to connect with other students (within learning and socially).
- Be aware of any changes in student behavior and report concerns pursuant to district policy.
- Attend professional development to enhance skills and share strategies you have found to be successful with colleagues.
- Continue to acquire resources/strategies which you may utilize to build strong, positive relationships in your class.
- Familiarize yourself with any resources shared by school leaders or

counselors to support students' social-emotional needs in the school and community.

- Utilize instructional strategies to continually promote the development of students' social and emotional competencies.
- Facilitate difficult conversations with students.
- Apply the school's protocol for identifying students who may be struggling and implement strategies recommended by the school counselor or other professionals.

Student Support Services Personnel will:

- Provide school leaders and teachers with resources on SEL and trauma.
- Connect with students and families to provide any needed supports.
- Provide professional development to colleagues on areas of expertise and attend professional development to obtain greater understanding.
- Support school leaders in establishing protocols for identifying and supporting students' social-emotional needs and provide training to school staff on utilizing protocols.
- Take on a leadership role in supporting student-staff relationships and connections.
- Support students and families with accessing school and community supports and develop materials to communicate these services.
- Utilize strategies to promote the continual development of staff and student social and emotional competencies
- Provide support to teachers as they work to increase the social and emotional competencies of students.
- Support teachers in having difficult conversations with students and provide assistance to students as needed.
- Continually evaluate the systems to identify staff and student needs and make adjustments to best support the school community and individuals.

### **Food Security:**

- The District will continue to adhere to all requirements of the Department of Agriculture
- The following Green Township School District policies are in force:
  - [8500 – Food Services](#)
  - [8505 – Wellness Policy/Nutrient Standards for Meals and Other Food](#)
  - [8540 – Free and Reduced Rate Meals](#)
  - [8506 – School Lunch Program Bio-security Plan](#)

### 3. Public Comment

A. Describe how the LEA sought public comment on its plan, and how it took those public comment into account in the development of its plan. Note, the ARP requires that LEAs seek public comment for each 60-day revision to the plan. (1000 character limit)

The Green Township School District Safe Reopening Plan was publically posted on the district website as an attachment to the agenda for the June 16, 2021 Board of Education meeting 48 hours in advance of the meeting taking place. A notice was sent out to the community inviting individuals to provide input in writing to the Interim Superintendent, or to attend the public meeting held on June 16, 2021 @7:00pm at Green Hills School, where the public had the opportunity to provide comment on the plan during the Public Participation portion of the meeting. Comments provided were considered in advance of the plan's submission to the New Jersey Department of Education.

B. Describe how the LEA ensured that the plan is in an understandable and uniform format; is to the extent practicable written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, will be orally translated for such a parent; and upon request by a parent who is an individual with a disability as defined by the ADA, will be provided in an alternative format accessible to that parent. (1000 character limit)

The Green Township School District serves very few if any non-English speaking families. However, in the event that a family is in need of translation services, the District will provide those services. The district will ensure that all publications, including the Safe Reopening Plan meet the Accessibility Requirements as outlined by the ADA. [District Policy and Regulation 1510 Americans with Disabilities Act](#) is in place to ensure that no qualified individual with a disability will, on the basis of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment or under any program, activity, or services sponsored by this Board. The Board will comply with the Americans with Disabilities Act of 1990, as amended by the Americans with Disabilities Amendments Act of 2008 (hereafter referred to as the Act).