

Updated September 3, 2022

Lakewood School District's

"2022-2023"

Safe Return Plan: Transitioning from Pandemic to Endemic



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This is a "LIVE" document, in which changes are made frequently.

September 2022-2023 Schedule

<u>Tier</u>	<u>School</u>	<u>Arrival Time for Teachers Contractually</u>	<u>Start Time For Students</u>	<u>End Time for Students</u>
1	Lakewood High School	6:50 a.m.	7:00 a.m.	1:30 p.m.
1	Lakewood Middle School	6:50 a.m.	7:00 a.m.	1:30 p.m.
2	Ella G. Clarke School	7:35 a.m.	7:45 a.m.	2:15 p.m.
2	Oak Street School	7:35 a.m.	7:45 a.m.	2:15 p.m.
2	Clifton Avenue Grade School	7:35 a.m.	7:45 a.m.	2:15 p.m.
3	Spruce Street School	8:20 a.m.	8:30 a.m.	3:00 p.m.
3	Piner Elementary School	8:20 a.m.	8:30 a.m.	3:00 p.m.
3	LECC	8:20 a.m.	8:30 a.m.	3:00 p.m.

Staying Up To Date on Vaccinations

Staying up to date on [routine vaccinations](#) is essential to prevent illness from many different infections. Vaccines reduce the risk of infection by working with the body's natural defenses to help safely develop immunity to disease. For COVID-19, [staying up to date with COVID-19 vaccinations](#) is the leading public health strategy to prevent severe disease. Not only does it provide individual-level protection, but high vaccination coverage reduces the burden of COVID-19 on people, schools, healthcare systems, communities, and individuals who are not vaccinated or may not develop a strong immune response from the vaccines. Make vaccinations available [on-site](#) by hosting school-located vaccination clinics, or connect eligible children, students, teachers, staff, and families to [off-site](#) vaccination locations.

CDC recommends that people remain up-to-date with their vaccines, which includes additional doses for individuals who are immunocompromised and received booster doses when eligible.

Staying Home When Sick

People with symptoms of infectious diseases, including COVID-19, [influenza](#), respiratory syncytial virus (RSV), and gastrointestinal infections should stay home and get tested for COVID-19. People who are at risk for getting very sick with COVID-19 who test positive should consult with a healthcare provider right away for possible treatment, even if their symptoms are mild. Staying home when sick can lower the risk of spreading infectious diseases, including the virus that causes COVID-19, to other people.

Source: CDC.gov

Hand Hygiene and Respiratory Etiquette

Washing hands can prevent the spread of infectious diseases. Schools and ECE programs should teach and reinforce proper [handwashing](#) to lower the risk of spreading viruses, including the virus that causes COVID-19. Schools and ECE programs should monitor and reinforce these behaviors, especially during [key times](#) in the day (for example, before and after eating and after recess) and should also provide adequate handwashing supplies, including soap and water.

If washing hands is not possible, schools and ECE programs should provide hand sanitizer containing at least 60% alcohol. Hand sanitizers should be stored up, away, and out of sight of younger children and should be used only with adult supervision for children ages 5 years and younger.

Schools and ECE programs should teach and reinforce covering [coughs and sneezes](#) to help keep individuals from getting and spreading infectious diseases, including COVID-19.

Cleaning and Disinfection

Schools and ECE programs should clean surfaces at least once a day to reduce the risk of germs spreading by touching surfaces. If a facility has had a sick person or someone who tested positive for COVID-19 within the last 24 hours, the space should be cleaned and disinfected

Source: CDC.gov

Masking

The Lakewood School District is currently Mask Optional.

Should there be an outbreak of COVID-19 in the schools or community, universal masking may be mandated in schools and/or on school buses for a period of time.

Universal indoor mask use is recommended at a **high COVID-19 Community Level**.

When the COVID-19 Community Level is high, people at risk for getting very sick with COVID-19 should also wear masks or respirators that provide [greater protection](#), such as N95s or KN95s.

According to the New Jersey Department of Health (July 6, 2022), schools may transition away from a case-investigation response model to a routine disease control model.

This model focuses on response to cluster of cases, outbreaks, and evidence of ongoing transmission in schools, and less on individual case investigations.

A routine disease control model for COVID-19 more closely aligns NJDOH's COVID-19 mitigation efforts with public health response strategies used for other infectious diseases in schools.

(Source: New Jersey Department of Health, July 6, 2022)

In accordance with Executive Directive No. 21-011, K-12 schools must report weekly student and staff case counts via the School Nurse in the CDRSS System.

Contact Tracing and Notification

Universal case investigation and contact tracing are no longer recommended for COVID-19. Instead, of contact tracing, schools can use a broad-based letter notification (**Appendix A**) to provide timely information to staff and students/families about a potential exposure.

Students and staff should be notified about a potential exposure and notes must be maintained in Realtime. Those who are exposed, regardless of vaccination status must wear a mask for ten (10) days. **Quarantining is no longer necessary.**

The Test-to-Stay Program has been discontinued by the NJDOH.

Close contact is defined as being within 6 feet of someone with suspected or known COVID-19 for 15 or more minutes during a 24- hour period. In certain situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed.

Close contact timeframes:

- Individuals would be considered exposed to someone with COVID-19 from 2 days prior to symptom onset (or positive test date if asymptomatic) and 5 days after onset.
- Individuals would NOT be considered exposed during the case's additional precaution period at day 6-10.

Source: NJDOH

Close Student and Staff Contacts

Each buildings contact tracer (Assistant Principal/Principal) will identify close student contacts, and notify the School Nurse who will maintain all information on their COVID-19 spreadsheet.

Student and staff contacts do not have to quarantine, they must however, wear a mask for ten (10) days.

COVID-19 - DESIGNATED POINTS OF CONTACT

Each Lakewood School District building has a designated point of contact, which is the **School Nurse**.

COVID-19 Designated Points of Contact

1. **LECC – Corrinne Schacht -**

cschacht@lakewoodpiners.org

2. **LMS – Myra Pomponio-**

mpomponio@lakewoodpiners.org

3. **Spruce – Eileen Maley-emaley@lakewoodpiners.org**

4. **OAK –Athena Kokinos Gallegos-**

akokinosgallegos@lakewoodpiners.org

5. **LHS - Barbara Puglisi – Bpuglisi@lakewoodpiners.org**

6. **Piner – Tiffany Niebuhr –**

Tniebuhr@lakewoodpiners.org

7. **EGC –Marian Salameh –**

Msalmeh@Lakewoodpiners.org

8. **CAGS – Arlene Neppel – Aneppel@lakewoodpiners.org**

Exclusion

Individuals regardless of vaccination status who test positive must:

- Stay home for at least 5 full days after the onset of symptoms or if asymptomatic after the positive test (day of symptom is day 0, if asymptomatic, day the test was performed is day 0).
- If they have no symptoms or symptoms are resolving after 5 days and are fever-free (without the use of fever-reducing medication) for 24 hours, they can leave their home and should;
 - Wear a mask when around others at home and in public (indoors and outdoors) for an additional 5 days.
 - On days 6-10, limit participation in extracurricular activities to only those activities where masks can be worn consistently and correctly.
 - Masks should be worn in school on days 6-10. Those students who are unable or unwilling to mask should stay home for the full 10 days and not return to school until day 11.

Lakewood School District employees must utilize their own sick days, unless they have a positive COVID-19 **PCR test**, in which case they may opt to work remotely from home (if they feel well enough).

What will classrooms and schools look like?

- Encourage students to bring in their “own” **water bottles** from **home**, as not to use water fountains.
- Water bottle filling stations have been installed in all schools!
- **Students should utilize hand sanitizer throughout the school day.**
- Hand sanitizing stations are mounted in hallways throughout the building for student and staff use.
- **Teachers MUST create individual student bins**, 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).
- Limit sharing.
- Limit use of supplies and equipment by one group of children at a time, and clean, and disinfect between each use.

Diapering (CDC)

When diapering a child, wash your hands and wash the child's hands before you begin, and wear gloves. Follow safe diaper changing procedures. Procedures should be posted in all diaper changing areas. Steps include:

- Prepare (includes putting on gloves)
- Clean the child
- Remove trash (soiled diaper and wipes)
- Replace diaper
- Wash child's hands
- Clean up diapering station
- Wash hands

After diapering, wash your hands (even if you were wearing gloves) and disinfect the diapering area with a fragrance-free bleach that is EPA-registered as a sanitizing or disinfecting solution. If other products are used for sanitizing or disinfecting, they should also be fragrance-free and EPA-registered. If the surface is dirty, it should be cleaned with detergent or soap and water prior to disinfection.

If reusable cloth diapers are used, they should not be rinsed or cleaned in the facility. The soiled cloth diaper and its contents (without emptying or rinsing) should be placed in a plastic bag or into a plastic-lined, hands-free covered diaper pail to give to parents/guardians or laundry service.

Addressing Unfinished Learning After COVID-19 School Closures

(Source: Council of the Great City Schools)

Addressing unfinished learning in a constructive manner is essential not only to the current pandemic, but to educational equity and excellence.

Six overarching principles for supporting students with unfinished learning are:

- Stick to grade-level content and instructional rigor
- Focus on the depth of instruction
- Prioritize content and learning
- Maintain the inclusion of each and every learner
- Identify and address gaps in learning through instruction
- Focus on the commonalities that students share in this time of crisis, not just on their differences.

Stick to grade-level content and instructional rigor

Keep the focus on grade-level content and rigor, addressing learning gaps as needed within the context of grade-level work.

In reading, for example, when students stumble over unfamiliar words or have difficulty understanding a text, do not retreat to less demanding or simplified texts, or assume that students who are having difficulty require remedial reading skills. Instead, teachers should take the time to discuss the text, provide scaffolded support on how to discern the meaning of words in context and allow opportunities for students to express their thinking and ideas with their peers.

The daily re-engagement of prior knowledge in the context of grade-level assignments will result in more functional learning than if we water down instruction or try to reteach topics out of context.

(Source: Addressing Unfinished Learning After COVID-19 School Closures by the Council of the Great City Schools)

Focus on the depth of instruction

Remain focused on the learning that could and should be happening today, and not allow ourselves to be distracted by how we will catch students up.

Take the time to provide patient, in-depth instruction in the context of grade-level work.

(Source: Addressing Unfinished Learning After COVID-19 School Closures by the Council of the Great City Schools)

Prioritize content and learning

It is important that teachers know where to invest their time and effort what areas can be cut, and where they should teach only to awareness level to save time for priorities.

(Source: Addressing Unfinished Learning After COVID-19 School Closures by the Council of the Great City Schools)

Ensure inclusion of each and every learner.

It is essential to ensure that each and every student has equitable access to engaging grade-level content and instructional rigor.

The research shows that for students with disabilities, the level of inclusion is a strong predictor of academic growth. The greater the level of inclusion (particularly 80% or more of the day), the greater the rate of academic growth.

Removing students from core instruction in an attempt to remediate or catch them up is not only counter-productive, it significantly contributes to the widening of the opportunity gap and often results in student being grouped into lower grade-level and core content classes.

(Source: Addressing Unfinished Learning After COVID-19 School Closures by the Council of the Great City Schools)

Identify and address gaps in learning through instruction

Districts should focus on creating learning environments that feel both physically and psychologically safe for students and adults. Educators need to work to reengage students in school, emphasizing the importance of school community and the joy of learning.

It is appropriate to employ assessments a few weeks into the school year, which is when they are typically administered, but it is more important than ever to ensure that students have had an initial period of a few weeks to re-acclimate to the school setting.

For English Language Learners, educators working to address unfinished learning while delivering grade-level instruction need to discern whether learning challenges are due to gaps in the understanding of content, language acquisition, or both.

(Source: Addressing Unfinished Learning After COVID-19 School Closures by the Council of the Great City Schools)

Google Classroom

Staff members must maintain a 2022-2023 Google Classroom. Parents should receive each student's email and classroom code prior to the first day of school. All staff must post announcements, homework, classroom assignments, pictures, etc... every day, in order to get parents used to looking at it each day.

Multi-Tiered Intervention System for ELA and Mathematics

In Lakewood, the Response to Intervention (RTI) program is comprised of three tiers in which academic supports become more intense, as a student's needs are addressed in each successive tier.

Tier 1- Teachers will utilize different strategies and interventions within the core curriculum to address all students' educational needs.

Tier 2- Students who are not progressing at a satisfactory rate with Tier 1 supports, will be provided with supplemental research based interventions at the Tier 2 level. Classroom teachers will work with these students in a small group or individually, to address below grade level skills for a minimum of 45 minutes per week. In addition, students will also utilize a computerized reading intervention program (Istation) which will provide individualized instruction.

Tier 3-Students in grades K-2 who are still struggling (in spite of receiving Tier 1 and Tier 2 services) will be recommended for intensive Tier 3 services. An Interventionist will meet with these students daily for a thirty-minute session. Research based interventions will be used to remediate weak skills. Parents will receive copies of ongoing progress monitoring data. Students who are not progressing with Tier 3 interventions may be considered for additional evaluation and services.

Updated September 3, 2022

I&RS-The I&RS coordinator and the I&RS team will meet to create a plan for students who are not responding to interventions provided.

Universal Screenings

**The Universal Screener used by the District is Istation.
The Universal Screener for Mathematics is iReady.**

Addressing the Social-Emotional Needs of Students

The Lakewood School District adopted a Social-Emotional curriculum that will be embedded into the School day, and not be taught in seclusion:

- Rethink Ed SEL and **Mental Health (New in 2021-2022)**

Rethink Ed SEL Professional Development provides an on-demand training series focused on Social-Emotional-Learning, Equity and Inclusion, and Mental Health for educators.

The series consists of 38 video-based training modules, 5-8 minutes each, discussion guidelines, research library, instructional guides, and links to correlated student lessons.

The videos can also be available to parents!

What is Rethink Ed SEL?

- Rethink SEL is a K-12 comprehensive solution that promotes well-being, connectedness and success for students and adults.
- It focuses on the entire school and community to promote healthy and confident students and adults.
- Technology offers flexibility and cost effectiveness.
- It develops self-awareness, self-management, responsible decision-making, relationship skills and social awareness.
- It provides on-demand video training for adult learning.

Rethink Ed SEL

- Is the first SEL program to address the needs of all learners!
- It addresses:
 - Discipline problems and aggression.
 - Emotional distress, such as anxiety and depression.
 - Attitudes about self, others and school.
 - Low social and emotional skills
 - Social inequality
 - Inadequate achievement

Parents can access the powerful video-based modules.

Individual and Group Counseling

- All schools.

Lakewood-Y-Counseling

- Clifton Ave School
- Oak Street School
- Spruce Street School
- Piner Elementary School

Behavior Therapy - Dr. Selbst Services

- Lakewood Middle School
- Lakewood High School

Preferred Behavioral Health Group - Lakewood School Based Program

- Lakewood High School

Intervention and Referral Services (I&RS)

- All schools.

Referral to other services - All Schools

- Perform Care Mobile Response
- NJ Children's System of Care
- Family Crisis Intervention Unit
- Division of Children and Families

Mental Health Support Services for Adults

Family Helpline for Parents and Caregivers experiencing stress 800-843-5437

Domestic Violence Hotline - 800-572-7233

Mental Health Hotline for children and adults for immediate mental health support and referrals - 866-202-4357

Community Resources

Community Ambassadors

1563 Old Freehold Road, Toms River

Juan and Mary Guarin at (732) 349-1550, Extension 339

<https://www.communityambassadorsnj.org/>

Food Pantry Hours:

Saturday: 11 a.m. -12 p.m.

Sunday: 5:00 p.m. – 6: 00 p.m.

Wednesday: 6:00 p.m. – 7:00 p.m.

Thursday: 1:00 p.m. – 2:00 p.m.

Additional hours can be made upon request.

Voz Latina

Alejandra Morales

Casa de la Tia

206b Main Street

Calvary Lighthouse Church - House of Blessing

1133 East County Line Road, Lakewood

For more information, call (732) 924-1541

Yvonne Marti De Daniels

Days of operation: Monday, Tuesday and Wednesday from 11:00 a.m. to 1:00 p.m.

Facilities and Maintenance:

- After consultation with Lakewood's filter manufacturer, it was determined that any filter greater than a MERV 11 in our classroom univentilators would not allow the equipment to function as designed and would in turn break down the equipment prematurely.
- The district has implemented the use of the MERV 11 filters districtwide in all of our HVAC equipment and has installed MERV 13 filters on all rooftop units.
- Air purifiers have been installed in all classrooms and offices in every School throughout the District.
- Air purifier curtains have been installed in all large spaces, such as gymnasiums and cafeterias.
- 13Additional Custodians were hired to clean touch points throughout the school day.

Child Study Team

The New Jersey Department of Education requires that the Child Study Team include a school psychologist, a learning disabilities teacher-consultant, and a school social worker. These professionals are all certified and employed directly by the Lakewood Board of Education.

Child Study Team meetings also include general and special education teachers, therapists, translators, and administrative staff, when applicable.

Child Study Team Meetings will continue to be held via Google Meet, as not to expose students and staff in the buildings to additional people unnecessarily, and as not to sit in small overcrowded rooms.

Child Study Team members must be *meticulous* in maintaining documentation on **Realtime**.

Intervention and Referral Services Team (I&RS)

The Intervention and Referral Services teams are building-based, inter-disciplinary teams that meet regularly to develop intervention plans for students experiencing significant academic and/or social/emotional difficulties in the classroom.

I&RS Teams continue to meet daily, Monday, through Friday.

I&RS Team Meetings will continue to be held via Google Meet, as not to expose students and staff in the buildings to additional people unnecessarily, and as not to sit in small overcrowded rooms.

I &RS Team Members must be *meticulous* in maintaining their documentation on **Realtime**.

Nurse's Office

Students may NOT be sent to the Nurse's Office unless they are sick. They cannot go to the Nurse's office for snacks or to "wait" for their parents to pick them up.

Any student who is waiting for their parent/guardian to pick them up, is to wait in their classroom (unless they are sick). The main office will call them when the parent arrives. Students or staff with COVID-19 symptoms will be isolated.

If a student has been injured in Physical Education class, the student is NOT to sit in the nurse's office waiting for the parent to pick him/her up where he/she could possible become exposed.

Students and staff, must to the best extent possible, stay with their cohorts.

Appendix A
COVID-19 Exposure Notification Letter

Date

Dear Parent/Guardian,

This letter is to inform you that an individual in (Name of School) has tested positive for COVID-19.

While the CDC no longer recommends individual case investigation and contact tracing, your child may have been exposed to COVID-19. We encourage you to watch for any symptoms of COVID-19 in your child for the next 10 days. If your child develops any symptoms of COVID-19, please notify the School Nurse at _____(Phone number) and obtain a COVID-19 PCR test.

Symptoms could include any of the following:

- Fever of 100.4 or higher
- New or worsening cough
- Shortness of breath/difficulty breathing
- Chills
- Fatigue
- Muscle pain or body aches
- Headache
- New taste or smell disorder
- Sore throat
- Congestion or runny nose
- Diarrhea

Updated September 3, 2022

If your child has no symptoms, he/she may continue to attend school as long as he/she wears a mask for ten (10) days.

If your child has a positive COVID-19 test result, please keep your child home from school and notify the School Nurse at: (phone number).

If you have any questions, please contact the School Nurse (Name and Phone Number).

Respectfully,

School Principal (Name and Phone Number)