

Restart and Recovery Plan To Reopen Toms River Regional Schools



Toms River Regional School District

Toms River Restart and Recovery Plan
Board of Education
Fall 2021

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District Pandemic Response Committee	
District Administrator Representatives	Steve Genco, Superintendent Cara DiMeo, Assistant Superintendent Richard Fastnacht, Assistant Superintendent James Ricotta, Jr., Assistant Superintendent Adrienne Gold, Director of Secondary Curriculum Rachel Cicala, Director of Elementary Curriculum John Green, Director of Student Services & Funded Programs Joy Forrest, Director of Special Education Jay Attiya, Director of Technology Tiffany Lucey, Supervisor of Educational Technology Sam Pepe, Manager of Facilities
School Administrator Representatives	Elementary: Stacey Monetti, CGE & Dennis Holzapfel, STRE Intermediate: Lynn Fronzak, IN High School: Ed Keller, HS North
Elementary Parent Representatives	Kristin Carr, HOOP Tiffany Scamporino, BWD Amy Genthe, WAS Leigh Sanzaro, JAC
Intermediate Parent Representatives	Diedre Krok, IE Lisa Mahon, IN
High School Parent Representatives	Beth Boettger - HSE Robin Thistle -HSN
Teacher Representatives	Elementary: Tiffany Scamporino, BWD & Joy Danelson, SBE Intermediate: Megan Steinberg, IN High School :
Transportation	Laurel Venberg
Food Services	Peter Bratton
Board of Education Members	Anna Polozzo Michele Williams Kathy Eagan
Medical Professionals	Dr. Maryann McCabe Nurse Cathy Shea
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Toms River Restart and Recovery Plan

Introduction

On May 24, 2021, the NJDOE released a Safe Return Plan Template for the safe return to in-person instruction and the continuity of services for all schools, which is required for all schools that receive the American Rescue Plan Act Elementary and Secondary Emergency Relief funds.

Toms River Regional Schools will begin the 2021-22 school year on September 8, 2021. Toms River Regional Schools has concluded that the school district can meet all the safety requirements for in-person instruction and will be offering five full-days of in-person learning to all of its students.

TRRS Restart & Recovery Overview - Workgroups

The Toms River Board of Education's Restart and Recovery Plan addresses two key components for the 2021-2022 school year: ***Maintaining Health and Safety and Continuity of Services***

These critical areas are the essential components of the district's overall plan to return to full in-person learning. This process of returning to consistent and regular in-person instruction for all students has evolved throughout the 2020-2021 school year and has led our district to a place to plan for a full return to in-person learning during the 2021-2022 school year. Below is a list of workgroups composed of administrators, teachers, professional support staff, and community members who have assisted our district in the process. These workgroups will continue to be essential as we move forward through the upcoming school year.

A. Maintaining Health and Safety:

a. School Health Services Workgroup

Committee Leaders: *Catherine Shea R.N., Dr. MaryAnn McCabe*

Committee members will develop frameworks and detailed procedures to maintain social distancing in the Nurse's Office; developing protocol and procedures for screening children with COVID-19 like symptoms; and developing procedures and questionnaires for returning to school after showing symptoms of illness.

b. Health & Safety Workgroup

Committee Members: *James Ricotta, Richard Fastnacht, Cara DiMeo, Ralph Solomone*

Committee members will work to create schedules, frameworks and detailed procedures to maintain social distancing in every area of the school building, including transitioning between locations; developing protocol and procedures for transportation, food services, screening, contact tracing and facilities cleaning practices.

c. Social Emotional Learning Workgroup

Committee Leaders: *Jim Klass, Colleen McGrath, Christy Downs, Mark Sullivan, Janine Lange, Pat Thomas*

Committee members will focus on creating a comprehensive integration plan, clearly outlining the first twenty-day transition back to school; planning for trauma-informed social-emotional support; developing procedures for identifying students in need of tiered interventions; and creating procedures to support and monitor educator wellbeing.

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d. Mental Health Workgroup

Committee Leaders: *Ted Gillen, Shannon Brown, Bev Tegeder, Kelly Umbach, Jacqueline Citta*
Committee members will develop procedures for assessing and monitoring the mental health of students and staff; creating a tiered intervention system for supporting positive mental health; and developing self-care and wellness procedures for staff and students beginning August 2020

e. Restart Committee

The TRRS Restart Committee is composed of a variety of stakeholders, including district and school leadership, staff members, and community partners.

[Pandemic Response Teams](#)

Each building's Pandemic Response Team (PRT) has representatives from various groups to monitor and assess the implementation of protocol and procedures outlined in the TRRS Restart and Recovery plan. The primary role of the team will be focused on ensuring that the various workgroup plans are carried out successfully. Of critical importance will be monitoring compliance of health and safety measures, and providing safety and crisis leadership. Additionally, through ongoing monitoring, the team will make recommendations for revisions to safety protocols as needed. The team will also turnkey required training opportunities for staff, analyze and report school-level data regarding health and safety measures and the presence of Covid-19, and report that data to the district as required. In collaboration with the TRRS Restart Team, the PRT will apply strategies to promote a strong positive school climate, providing necessary communications to the school community and create pathways for community, family, and student voices to continuously inform the team's decision-making.

f. Athletics

Committee Leaders: *Ted Gillen, James Ricotta*

Committee members will work collaboratively with coaches and coordinators to develop procedures for a safe return to athletics following all guidelines set forth by the NJSIAA

B. Continuity of Learning

a. Curriculum & Instruction Workgroup

Committee Leaders: *Estee Mailot and Rachel Cicala, Dina O'Donnell, Courtney Norcross, Tom Lanza, JoAnn Nocera, Nicole Mustica, Christy Downs, Catherine Mellon, Heather Pentifallo, Kelly Kirk (Leslie Port), Matt Malagiere, Debbie Schwartz, Adrienne Gold, Charlie Evers, Tonya Rivera, Tiffany Lucey*

Committee will continue to work on the development of pacing guides that address the major work of each grade level and content area. This planning will be based on an A/B alternating in-person schedule. Furthermore, a large focus of the work will be to put procedures and strategies in place to transition to complete virtual instruction if necessary. Another goal of the group will be to create assessments and schedules for both summative and formative assessments. Lastly, the group will establish district-wide expectations for best practice in both blended and virtual learning models of instruction.

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b. Special Education Workgroup

Committee Leaders: *Joy Forrest, Dana Weber, Kelly Umbach, Anna Kasper, Mike Pallen*
Committee members will focus efforts on ensuring that the 4-hour in-person instruction is productive in addressing IEP goals, while providing access to grade level standards; create and facilitate the administration of formative assessments to determine strengths and areas of need for meaningful student growth (first 30 days); monitor the delivery and evaluation of related services; maximize compliance through evaluations conducted both in-person and virtually and that ensure all IEP's remain in-compliance (mixed programs), while adhering to social-distancing.

c. Multi-Tiered Systems of Supports Workgroup

Committee Leaders: *Christine Manna, Tonya Rivera, Charlie Evers, Jimmy Cleveland, Kate Melson*
Committee members will establish guidelines for the early identification of students (utilizing data points for progress monitoring during blended instruction); develop a concise structure and procedures for delivering RTI; and develop protocol for data analysis, sharing and review.

d. Technology Workgroup

Committee Leaders: *Tiffany Lucey and Jay Attiya, Bill Baxter, Jason Hughes, Kevin Raylman*
Committee members will develop procedures and protocol for loaning, returning and replacing devices; ensure accessibility for families; develop procedures and protocol for sanitizing devices and expectations for use in schools; develop a virtual Learning PD Plan: ensure district wide purchases are turnkeyed to all staff and expectations are established for use; coordinate workshops and/or series.

e. Equity Workgroup

Committee Leaders: *Adrienne Gold, Stacey Monetti, Ed Keller, Chip Labarca, Chris Peck*
Committee members will focus on developing procedures for ensuring equitable access to virtual learning; identifying and monitoring culturally responsive practices within blended/virtual environment; and providing strategies and resources that ensure integrated multicultural education.

f. Family Engagement Workgroup

Committee Leaders: *Stephanie Hines, Dennis Holzappel, John Oberti, Mike Kenny, Matt Gray, Brian Blake, Adrienne Gold*
Committee members will create procedures for ongoing district communication with families; conduct a needs assessment and plan for a series of learning opportunities for parents; and develop protocol for daily/weekly communication with parents (i.e., identify tools for K-12 use: Remind, etc.).

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g. Professional Development Workgroup

Committee Leaders: *Kevin McCann, Paul Gluck, Kim Muir, Matt Malagiere, Wendy Dravis*

Committee members will work collaboratively with leaders from all work groups to identify critical professional development needs for various staff groups; assist in the development of a professional development schedule to prepare for reopening; monitor and evaluate staff participation in required professional development; and plan for a tiered PD series to support staff at varying levels.

Appendix

Toms River Restart and Recovery Plan

Appendix A

Critical Area of Operations #1: Maintaining Health and Safety


A. Universal and Correct Wearing of Masks

1. Introduction

Masks mandates and recommendations for masking are fluid and evolving, and our procedures will continue to align with state and federal regulations and guidance. Throughout the 2020-2021 school year, masks were required to be worn by all students and staff members in the school building, on school grounds, and on the school bus unless doing so would inhibit the student or staff members' health or in cases of extreme heat. To that end, on June 8, 2021, following an announcement by the governor which relaxed mask restrictions due to summer heat and allowed school districts some autonomy in their mandates, the district made the wearing of masks optional for the duration (10 school days) of the 2020-2021 school year.

On August 6, 2021, Governor Murphy issued Executive Order 251, which requires, “All public, private, and parochial preschool programs and elementary and secondary schools, including charter and renaissance schools (collectively “school districts”), [to] maintain a policy regarding mandatory use of face masks by staff, students, and visitors in the indoor portion of the school district premises.” School districts should have procedures in place to address masking exceptions related to the following circumstances: *when doing so would inhibit the individual’s health, such as when the individual is exposed to extreme heat indoors*; when the individual has trouble breathing, is unconscious, incapacitated, or otherwise unable to remove a face masks without assistance; when a student’s documented medical condition or disability, as reflected in an Individualized Education Program (IEP) or Educational Plan pursuant to Section 504 of the Rehabilitation Act of 1973, precludes use of a face mask; when the individual is under two (2) years of age; when the individual is engaged in activity that cannot physically be performed while wearing a mask, such as eating or drinking, or playing a musical instrument that would be obstructed by a face mask; when the individual is engaged in high-intensity aerobic or anaerobic activity; when a student is participating in high-intensity physical activities during a physical education class in a well-ventilated location and able to maintain a physical distance of six feet from all other individuals; or when wearing a face mask creates an unsafe condition in which to operate equipment or execute a task

****Medical grade masks (surgical and other), cloth masks with ear loops/ties, and N95 respirators are allowable and must be worn over the nose and mouth. Face shields are an acceptable additional barrier, but cannot serve as a replacement for a face mask. When masking is mandated, the following infographic has been used to communicate with the school community. ****

 TRRS Mask Mandate (1).pdf

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2. **Definitions**

FACE MASK: A Face Mask provides barrier protection against large-particle droplets and does not effectively filter inhaled small particles, fumes, or vapors. A surgical mask is primarily used to protect patients and healthcare workers from people who may have a respiratory infection

FACE SHIELD: A Face Shield is a form of PPE that provides eye protection. To provide the wearer full protection from respiratory droplets, it must be used with a face mask. The use of face shields is not a substitute for facemask.

PERSONAL PROTECTIVE EQUIPMENT (“PPE”): According to Occupational Safety and Health Administration (OSHA) personal protective equipment is equipment worn to minimize exposure to hazards that cause serious workplace injuries and illnesses. The U.S. Centers for Disease Control and Prevention (CDC) states PPE is used every day by health care personnel (HCP) to protect themselves, patients, and others when providing care, including gowns, gloves, surgical masks, respirators, and face shields.

CLOTH FACE COVERINGS: These include textile (cloth) covers that are not PPE. It is uncertain whether cloth face coverings protect the wearer. They are intended to keep the wearer from spreading respiratory secretions when talking, sneezing, or coughing.

HEALTHCARE PERSONNEL (“HCP”): According to the NASN, Healthcare Personnel in schools include, but not limited to, school nurses, designated assistants, therapists, school based personnel, clinical students , and all school personnel providing close contact interventions.

Appendix B

Critical Area of Operations #1: Maintaining Health and Safety

B. Physical distancing (e.g., including use of cohorts)

Physical distancing in instructional and non-instructional rooms

Toms River Regional Schools will open in September for five, full in-person days of instruction. TRRS will be accommodating social distancing (3 feet) where practical and all desks will be facing the same direction. Air scrubbers were purchased for each classroom space and all unit ventilators that provide fresh air intake with a Bio-Protect application designed to protect against highly contagious viruses such as COVID-19, influenza and MRSA. Furthermore, the district has purchased air purification systems for our large spaces that will allow schools to serve lunch and will allow our schedule to move to a full day of instruction.

In addition, schedules for therapy rooms throughout the district will incorporate social distancing standards (6ft) with appropriate PPE being used by all students and staff.

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Appendix C

Critical Area of Operations #1: Maintaining Health and Safety

C. Handwashing and respiratory etiquette

Procedures for Hand Washing/ Sanitizing

Through the utilization of CARES Act funds, hand sanitizing stations have been purchased for each of our buildings. Procedures and schedules for hand washing will be developed according to level. Hand sanitizer, containing at least 60% alcohol, is provided. Frequent hand washing with soap and water for at least 20 seconds is taught, reinforced, and monitored. Supplies for proper hand washing are available including soap and water, a way to dry hands, and no-touch trash cans. Hand washing and sanitizing signs are posted throughout the hallway, bathrooms and near sinks. Staff and students are encouraged to cover coughs and sneezes with a tissue. Used tissues are to be thrown in the trash and hand hygiene as outlined above should be performed immediately. Hand hygiene should take place upon arrival at school, before and after meals and snacks, after going to the bathroom, before leaving for the day, after blowing nose, sneezing, or coughing into tissue and when hands are visibly soiled. Young children are assisted/observed to ensure proper handwashing.

Appendix D

Critical Area of Operations #1: Maintaining Health and Safety

D. Cleaning and maintaining healthy facilities, including improving ventilation

Cleaning and maintaining healthy facilities, including improving ventilation

Air scrubbers will be placed in each classroom space and all unit ventilators that provide fresh air intake with a Bio-Protect application designed to protect against highly contagious viruses such as COVID-19, influenza and MRSA. Furthermore, the district has purchased the iWave-C. iWave-C technology is a self-cleaning, bi-polar ionationazation generator for activitely treating a buildings air quality. This mitigation strategy will support schools to serve lunch and will allow our schedule to move to a full day of instruction.

Due to the ongoing pandemic the Toms River Regional Schools District is updating and implementing our custodial plan with three primary focal points in order to provide the school community with safe and clean school facilities.

The three primary areas of focus are:

- **Summer cleaning-** Providing typical restorative summer cleaning services in order to prepare our facilities for the return of students, teachers, and staff in the fall. These tasks are outlined below, are standard, and are completed each summer.
- **Routine disinfection-** Disinfecting and sanitizing of touch points (high-touch areas) during and after work hours to maintain a safe environment and help reduce the spread of germs, virus, and other potential contaminants. This process would begin when students and/or staff return to school.
- **Routine daily cleaning and disinfection-** Comprehensive cleaning and disinfection to be completed

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during off hours to further reduce potential spread of any bacterial and viral pathogens.

See below for details on the above three focus initiatives.

Summer cleaning

Every summer the TRRS custodial staff provides deep cleaning, floor restoration, and maintenance in preparation for the new school year. These services will be provided (as listed below) while continuing to maintain safe working conditions per the current CDC guidelines and recommendations. Staff members have been instructed to, and will continue to practice social distancing, wear provided PPE when appropriate (including but not limited to face masks, gloves, and eye protection). PPE will also be made available to staff. The custodial staff will be providing the following services:

Routine summer deep cleaning (top to bottom):

- Ceiling tiles: remove and replace stained, damaged, missing tiles
- Return air vents and air supply diffusers dusted and cleaned
- High dusting: cobwebs in corners, dusting of high ledges, surfaces, light fixtures, light diffusers (lenses)
- Walls, glass, and white/black boards
- Casework including counters, cabinets, sinks, and fixed furnishings: surfaces cleaned and disinfected, doors and drawers cleaned and checked for functionality, pencil sharpeners, soap, hand sanitizer, paper towel dispensers, mounted, secured, functional
- Touch-point cleaning: high-touch components including but not limited to telephones, light switches, door handles, doors/frames/push plates/kick plates, door lights (glass), cleaned, disinfected, and checked for proper function
- Furniture: assess for broken components, graffiti and gum removed, cleaned and disinfected, reset (and remove/reset if space is having floor restoration services)
- Floors: baseboards cleaned, floors lightly scrubbed and recoated with floor finish, stripped, waxed; carpets shampooed or spot extracted (typical goal is for 1/3 of each building's floors to receive complete restorative work of stripping/waxing, carpet cleaning)

Routine disinfection

TRRS works with our vendors and in concordance with the most current CDC guidelines in providing recommended disinfection operations. Currently, TRRS utilizes Virex II 256 manufactured by Diversey as our main disinfectant product. Virex II 256 is EPA registered and approved. Virex II 256 is on the list of disinfectants for use against SARS-CoV 2. (**Virex II 256 EPA Registration # 70627-24**) (<https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>) This chemical is to be used primarily on hard non porous surfaces. Our goal during this period is to focus on routine cleaning and disinfection of high touch point areas that potentially contribute to the spread of pathogens. Virex II 256 requires a 10 minute dwell time for proper disinfection. As students are in classroom sessions custodians will focus on these high touch areas in common areas. The disinfectant will be sprayed or wiped on surfaces and left to dry over a ten minute period. Food contact surfaces will be rinsed/wiped with potable water after the dwell time. TRRS will continue to consider and investigate alternative disinfection agents, and focus on providing safe and clean facilities during this unprecedented health crisis in our county and state.

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Routine Daily Cleaning and Disinfection

Each day and evening the TRRS custodial staff provides routine daily cleaning services for our facilities. During the summer and fall of 2021 we will be providing a more comprehensive deep cleaning program that will incorporate substantial touch point cleaning, including the usage of Virex II 256. This disinfectant is approved for use against Covid-19 by the EPA.

(<https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>)

Daily cleaning will continue, now including disinfection of touch points both in common areas as well as classrooms (touch points include but are not limited to light switches, door handles, pencil sharpeners, desk/table/counter tops, water fountains, bathroom fixtures, paper/soap/sanitizer dispensers, railings, etc.). The TRRS custodial staff will be following a Covid-19 cleaning protocol as recommended by the CDC, NJ DOE, NJ DOH, as well as the manufacturer and supplier of our disinfectants and cleaning agents. TRRS will continue to consider and investigate alternative disinfection agents, evaluate the efficacy of the overall cleaning and disinfection program, increase routine inspections, quality control efforts, and focus on providing safe and clean facilities during this unprecedented health crisis in our county and state.

Custodial Compliance - Covid-19

Day Cleaning Task Definitions

The day custodial staff consists of personnel necessary to complete all cleaning procedures on site and within those facilities not otherwise serviced at night, and to provide emergency custodial services and restocking of consumable items. Throughout each school day, the custodial/housekeeping staff shall monitor all public areas and public restrooms, as needed, to ensure that each is maintained in a neat, clean condition and that the standards herein are consistently met. The day custodial staff shall also perform touch point cleaning and disinfection throughout the building as occupation and schedules permit. Classrooms shall have desk and table tops disinfected a minimum of once per day by custodial staff with disinfection between/after occupations to be performed with assistance from the instructors. Floors and other surfaces will be kept free of paper, trash, empty bottles, and other discarded materials.

1. POLICE AND RESTOCK RESTROOMS

Empty trash receptacles and replace liners as needed; mop floors as needed; clean urinals, toilets and sinks as needed; clean mirrors. As needed, additional paper and soap products will be installed into their respective dispensers to meet the level of demand; however, these materials will not be stockpiled in restrooms beyond the capacity of their dispensers unless specifically directed to do so by the Director of Operations and Maintenance for a special event.

2. POLICE LOBBIES, CORRIDORS AND OTHER COMMON AREAS

Collect and dispose of trash and replace liners as needed; vacuum or sweep as needed; mop as needed; dust horizontal surfaces.

3. POLICE OUTSIDE ENTRANCES

Collect and dispose of any trash, paper, foodstuffs or other debris. Clean the lids of outside trash containers. Remove all types of signs from poles, surfaces, trees, etc. (daily). Remove all graffiti.

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Night Cleaning Task Definitions

The majority of cleaning operations are to be conducted when the site is least occupied by Toms River Regional School students/staff so that the custodians are unimpeded in carrying out their work assignments. This will result in the majority of offices and instructional spaces being cleaned at night.

1. CLEAN OFFICES, CLASSROOMS, LABS, LECTURE HALLS, LIBRARY (NOT CLEANED DURING DAY SHIFT)

Empty trash and replace liners as needed, dust horizontal surfaces, clean boards, sweep or vacuum traffic areas daily, mop daily, vacuum completely and/or damp mop once per week.

2. POLICE ENTRANCES (WITHIN 10 FEET OF ENTRY DOORS)

Collect and dispose of trash, sweep or vacuum entrance mats, clean entrance door glass and frames.

3. SPECIAL EVENTS

The district has special, athletic, and theater events, schedule changes, emergencies and critical situations throughout the school year. The district reserves the right to suspend normal duties and reassign the custodial work force according to critical needs. Should this occur, Toms River Regional Schools Custodial Department will not be considered in non-performance while normal duties are suspended. Such reassignments may result in overtime.

4. DEFINING CLEANING, DISINFECTION AND SERVICE TASK AND FREQUENCY

Task and frequency information is to be utilized as a guide to achieve the visual appearance described. Creativity with task and frequency creates optimum value as long as the visual appearance standard is not compromised.

As part of maintaining a facility, custodial personnel are typically involved in four types of tasks and procedures. These tasks are divided into four basic categories:

● **POLICING, SPECIAL REQUEST, AND EMERGENCY CLEANING**

This is performed normally during the routine hours the school is open and is scheduled Monday through Friday. Some custodians should be employed to generally police the public areas and maintain restrooms, while the general public is in the building. For weekend coverage, we recommend staggering the workforce or utilizing part-time help. Any cleaning requests that are not routinely scheduled i.e. additional carpet shampooing, floor refinishing, additional cleaning for weekend activities, etc. can be accomplished during this time.

● **ROUTINE CLEANING**

Routine cleaning is usually done at night, while the spaces to be cleaned are generally vacant or minimally occupied. This includes the cleaning of public areas on a daily basis; restrooms, lobbies, corridors, stairs, elevators, classrooms, labs, cafeteria, gym and locker areas and offices. This includes removing all trash, cleaning and disinfecting restrooms including replenishing bathroom supplies, mopping hard surface floors and vacuuming carpeting.

● **ROUTINE DISINFECTION**

Routine disinfection will be performed both day and night. Larger scale disinfection will occur at night, while the spaces to be cleaned are generally vacant or minimally occupied. This includes the cleaning of public areas on a daily basis; restrooms, lobbies, corridors, stairs, elevators, classrooms, labs, cafeteria,

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gym and locker areas and offices. This includes cleaning areas, surfaces, fixtures, and touch points prior to application of disinfecting agents.

- **PROJECT CLEANING /RELIEF CUSTODIANS**

Project cleaning (periodic work) supplements routine cleaning and is more thorough and detailed in nature, requiring a greater skill level than routine tasks performed by regular custodial personnel. All periodic work should be scheduled in advance and published. Project crews and relief custodians should be used to fill in for absenteeism so that cleaners will not always be called on to double their workloads.

WORK ASSIGNMENT PLAN

1. Individual Work Assignment

Each custodian should have a numbered form giving all pertinent details of a work assignment including classification, work-shift hours, exact areas and items to be cleaned, procedures to be employed, schedule of work to be performed (if other than daily), and a seven-day chart listing day-to-day variations in the work programs. Each custodian should be given a copy of his or her assignments, a copy will be kept by the head custodian, custodial supervisor, and custodial foreman. Additional copy to be filed in a custodial binder for each building.

2. DAILY ASSIGNMENTS

A daily listing should be provided of all individual work assignments by number designation, the name of the employee assigned to perform that work section, and a brief description of the area in which the work is to be done. This form will be completed by the head custodian, custodial supervisor or lead and will be posted daily. At the completion of the work shift, the custodial supervisor will check off “assignment completed” next to each job assignment that was covered by that shift. He or she will also list any overtime, absences, etc. in spaces provided, sign it, and file it as a record of that shift's work.

3. PERIODIC WORK ASSIGNMENTS

Project teams are organized each summer and break period on a crew basis for periodic work such as floor waxing, wall washing, spray buffing, and other floor care functions; high dusting; and damp wiping of partitions and walls, utility work, painting, etc. Each crew is drawn from staff cleaners, who work on a periodic schedule that is monitored and maintained by the head custodian, custodial foreman, and manager of facilities. This schedule is planned on a weekly basis for a full year to obtain optimum scheduling and lead time for ordering required materials, and organizing/scheduling the staff. A finalized periodic schedule should be developed and submitted for review and approval by the custodial foreman, building principal, and manager of facilities.

4. DISPOSABLE MATERIALS AND SUPPLIES

Paper goods should be converted to jumbo rolls, which will eliminate the incidence of outages. It is unusual for jumbo dispensers to require restocking more than every 24 hours. Many schools have switched to foam soap dispensers to increase client satisfaction and reduce costs. Hand sanitizer (in gel, or foam (minimum

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formulation of 60% ethyl alcohol)) dispensers shall be placed in each common area, cafeteria, and physical education space.

For disposable supplies-- namely routine custodial cleaning products-- switching over to a central dispensing system is a cost-effective and efficient way to dispense cleaning chemicals.

5. EQUIPMENT

A custodial worker’s performance is positively influenced by using proper tools and equipment. Obviously, if the Toms River Regional Schools does not provide adequate tools and equipment, custodian productivity will be sub-optimized.

On an annual basis, the manager will produce a complete up-to-date inventory and assessment of the equipment. If possible, each building with resilient flooring will have a floor machine assigned to that building. A wet vacuum will be assigned to each building for immediate use for emergency spills or building water leaks. Each custodian servicing buildings with carpeted floors will be assigned a vacuum.

Tools and equipment will be kept clean and in good operating condition to assure that the work is performed properly and to prevent early replacement of such items. All existing power equipment will be thoroughly cleaned and serviced immediately to improve operating performance and present a better image when observed by building Toms River Regional Schools occupants.

Routine and Project Work Task Frequencies

These specifications outline the basic tasks and frequencies for routine and project cleaning, routine maintenance and miscellaneous activities. It is the intention of Toms River Regional Schools to have the custodial staff exceed these standards. The head custodians and custodial supervisors must not make changes to any of the procedures, unless authorized by the custodial foreman, or the manager of facilities.

Routine Task Frequency Chart - Academic and Administrative Buildings

Task	Entrances, Lobbies, Corridors & Circulation	Offices, Conference Rooms	Classroom Lecture Halls	Library Areas/ Study Areas
Clean Boards	-	D	D	W
Clean Entrance Mats	D			
Clean Interior Glass	D	W	W	M
Damp Mop/Wet Mop	D	W	W	2xW
Disinfect Drinking Fountains	D	D	D	D
Dust Mop/Sweep	D	D	D	3x W
Dust Surfaces	D	D	W	D
Remove Trash, Replace Liners	D	D	D	D
Restore Finish	W	W	M	M
Spot Carpets	D	D	D	M
Spot Clean Surfaces	D	D	D	D
Spot Mop	-	D	D	3 W
Vacuum Complete / Wet Mop	D	W	W	W
Vacuum Traffic	D	D	D	3 W

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Routine Task Frequency Chart - Academic and Administrative Buildings (continued):

Task	Kitchen/ Facility Student Lounges	Studios, Work / Practice Rooms	Stairs/ Elevators	Shops/ Dark Rooms	Storage
Clean Boards		W		W	
Clean Entrance Mats			D	W	
Clean Interior Glass	M	M	D		
Damp Mop/Wet Mop	D	2XW	D	AR	
Disinfect Touch Points and Drinking Fountains	D	D		2XW	
Dust Mop/Sweep	D	D	D	W	M
Dust Surfaces	D	W	D	W	
Remove Trash, Replace Liners	D	D	D	M	M
Restore Finish	2xW	M	W	D	
Spot Carpets	2xW	M	D		
Spot Clean Surfaces	W	D	D		
Spot Mop		3 W		M	
Vacuum Complete / Wet Mop	2XW	W	D		
Vacuum Traffic	D	3 W			

Routine Task Frequency Chart - Academic and Administrative Buildings (continued):

Task	Medical Facility	Comp/ Copy Rooms	Wet & Dry Labs	Gym Areas	Auditorium	Exterior Areas
Clean Boards	D	D	D		W	-
Clean Entrance Mats	D	D		D	AR	D
Clean Interior Glass						D
Clean Waste Receptacles	AR		AR	AR	AR	D
Damp Mop		W	W	AR	2xW	
Disinfect Drinking Fountains	D	W	W	W		
Dust Mop/Sweep	D	D	D	W	D	D
Dust Surfaces	D	D		M	AR	
Remove Trash, Replace Liners AR	D	D	D		D	D
Restore Finish/ Buff	W	M	W		M	
Spot Carpets	AR	AR				D
Spot Clean Surfaces	D	D	D	M	M	
Spot Mop		W	D			-
Vacuum Complete / Wet Mop	D	W	2xW			
Vacuum Traffic		W			AR	D

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Routine Task Frequency Chart – Public & Private Restrooms/Locker Rooms/Training Rooms

	Public Rest Rooms*	Private Restrooms	Baths/showers Gang Type	Locker Rooms Work Out areas
Clean Entrance Mats	D	W	D	D
Clean Mirrors	D	W	D	D
Clean and Disinfect Surfaces	D	D	D	D
Clean and disinfect Touch points and Water Fountains				D
Descal Commodes/Urinals	W	M	W	W
Disinfect Carpet				D
Disinfect Commode/ Urinal	D	D	D	D
Disinfect Fixtures	D	D	D	D
Disinfect Showers/Tubs		D	D	D
Dust Mop / Sweep	D	D	D	D
Empty Trash	D	D	D	D
Police Area	2x D			
Remove Carpet Stains				D
Remove Scum Showers/Tubs		M	W	W
Replenish Supplies	D	D	D	D
Scrub/Pressure Wash	M		M	M
Vacuum Complete				D
Wet Mop	D	2xW	D	D

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Appendix E

Critical Area of Operations #1: Maintaining Health and Safety

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

Protocol for Isolation and quarantine

When a student or staff member has tested positive for COVID-19, been in close contact with someone who has tested positive for COVID-19 or demonstrates symptoms of COVID-19 the response must be immediate and systematic. The website below created by Toms River Regional Schools is aligned to guidance from the CDC and our local health department and is intended to provide staff with clear direction and steps to take when these incidents arise within any building of Toms River Regional Schools. <https://sites.google.com/trschools.com/respondingtocovid19/home>

Appendix F

Critical Area of Operations #1: Maintaining Health and Safety

- F. **Diagnostic and screening testing**

Diagnostic and screening testing

At the start of the 21-22 SY parents are required to complete a COVID Release form where staff and families will acknowledge and agree to the terms of not attending work or school when demonstrating possible symptoms of COVID-19. The form will be submitted digitally through the Genesis Parent Portal prior to the student beginning the school year. Parents are asked to check their child for possible symptoms related to Covid-19 and communicate with their child's school.

Appendix G

Critical Area of Operations #1: Maintaining Health and Safety

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

Beginning the week of March 22, 2021 Toms River Regional Schools employees were able to schedule their first-dose of the Covid-19 vaccination. Staff members were asked to complete a vaccination form during the days leading up to March 22, 2021. Priority was given to staff members who were 55 years of age or older and/or have medical conditions. Beginning May 19, 2021 TRRS Partnership Health Centers began offering Covid-19 vaccinations to all Toms River Schools employees and their family members. Presently, any staff member of Toms River Regional Schools who wanted a vaccine was provided one in partnership with RWJBarnabas Health, Community Medical Center of Toms River and The Partnership Health Centers. Furthermore, using these same partners, we have begun the process to work with our students that have become eligible for the vaccine.

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Presently, we are providing families and staff with information regarding Ocean County vaccination events on our [district website](#).

Furthermore, on August 24, 2021 Governor Murphy issued Executive Order 253 requiring all staff members with a public school setting to be vaccinated or be provided with weekly COVID-19 testing.

Appendix H

Critical Area of Operations #1: Maintaining Health and Safety

H. **Appropriate accommodations for children with disabilities with respect to the health and safety policy** **Accomodations for Children with Disabilities**

Throughout the 2020-2021 school year, Self-Contained, Special Education classrooms were in session for in-person instruction and related services. At the start of the school year, students in these programs received four half-days of in-person instruction and have since moved to five, half-days of in-person instruction. This was possible due to the ability to maintain six-feet of social distance in each of those spaces. Learning Disabled, In-Class and Pull-Out Resource programs began the year in a virtual environment, moved to a hybrid-learning environment and are now receiving five, half-days of instruction.

The district has accommodated children with disabilities by building tolerance for mask-wearing, providing barriers where necessary, providing alternate spaces and offering virtual options for necessary related services.

Students eligible for the Extended Year Program will attend 5 days per week for 30 days during the 2021-2022 summer months.

Appendix I

Critical Area of Operations #2: Ensuring Continuity of Services

A. **Ensuring Continuity of Services**

Continuity of Services

TRRS understands that in-person instruction provides the greatest opportunities for learning acceleration, therefore the 21-22 SY will operate in a full in-person model to the greatest extent possible, with remote learning permitted only in the event that there is a localized outbreak or other emergency. Parents or guardians will not be able to opt their child out of in-person instruction. To address students' academic needs, continued support and professional growth in the areas of I&RS, MTSS, high-quality learning acceleration activities, and digital literacy will be a priority. TRRS will continue to provide equitable access to high quality curriculum and instruction and provide scaffolding and personalized supports through research-based academic enrichment activities during summer and extended day learning opportunities. Furthermore, TRRS will offer various

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extended learning opportunities during the summer of 2021 and after/before school throughout the 2021-2022 school year to support students’ academic and social and emotional needs.

To address SEL and mental health needs, continued support and professional growth in the areas of positive school climates and culturally responsive teaching practices will be a priority. TRRS will provide ongoing mental health services and supports based on student and staff needs.

Hybrid Teaching During a Student’s Required Quarantine for a Public Health Emergency

Quarantine Type	Toms River Regional School District		
	Synchronous Instruction	Asynchronous Instruction	Direct-Virtual Instruction
<p>Student(s) Quarantine <i>The student will transition from in-person instruction to distance learning.</i></p> <p>Example: A student is required to quarantine due to exposure outside of school</p>	<p>Synchronous (Live) Instruction will occur at designated times during the day. The schedule will be shared with families for their students to attend live instruction.</p>	<p>Asynchronous work will be posted on Google Classroom for students to complete at home. Students will view videos and complete assignments, as assigned. They may be asked to work in web-based programs to practice academic skills and/or complete assessments.</p>	<p>Students(s) may receive additional live virtual instruction for each day during their quarantine period if time permits and there is a need to do so.</p> <p style="text-align: right;">All teachers will receive the contracted rate if the instruction is deemed necessary.</p>
<p>Class Quarantine <i>The class will transition from in-person instruction to distance learning.</i></p> <p>Example: An entire class is required to quarantine due to exposure.</p>	<p>Synchronous (Live) Instruction will occur at designated times during the day. The schedule will be shared with families for their students to attend live instruction. This includes small group instruction.</p>	<p>Asynchronous work will be posted on Google Classroom for students to complete at home. Students will view videos and complete assignments, as assigned. They may be asked to work in web-based programs to practice academic skills and/or complete assessments.</p>	N/A
<p>School Quarantine <i>The school will transition from in-person instruction to distance learning.</i></p> <p>Example: An entire school must quarantine due to risk-level or outbreak.</p>	<p>Synchronous (Live) Instruction will occur at designated times during the day. The schedule will be shared with families for their students to attend live instruction. This includes small group instruction.</p>	<p>Asynchronous work will be posted on Google Classroom for students to complete at home. Students will view videos and complete assignments, as assigned. They may be asked to work in web-based programs to practice academic skills and/or complete assessments.</p>	N/A

**This information is also posted in both the TRRS Road Forward Handbook for Staff & the TRRS Road Forward Parent Handbook*

During whole-class instruction, students who are learning remotely due to exclusion requirements will have the same opportunity to listen to new content being delivered. Teachers will utilize the Google Meet to bring virtual students into the classroom for brief mini-lessons/whole group instruction.

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Hybrid/Remote Learning Schedules

Elementary	Intermediate	High School
Tier 3: 8:40-12:45 Tier 4: 9:25-1:30 Afternoon supports and student feedback sessions (79 minutes)	Tier 2: 8:02-11:55 Tier 3: 8:40-12:45 Afternoon supports and student feedback sessions (79 minutes)	Tier 1: 8:02-11:55 Afternoon supports and student feedback sessions (79 minutes)

Connectivity Support

Families who have communicated a need for connectivity support through our Spring 2021 survey had the option of obtaining Internet services through one of the providers at a significantly discounted rate or signing out a district MIFI for use in the home. Additionally, the one-to-one initiative implemented during the 2020-21 school year ensured a device for every student in need throughout the district.

Appendix J

Critical Area of Operations #3: Public Comment

A. Public Comment

Public Comment

To collect feedback on the plan, TRRS presented a draft to the district Pandemic Response Committee (composed of various stakeholders) and then to the public during the June committee meetings of the board of education. Following these occasions, the draft plan will be posted on the district website, along with a Google survey to collect additional feedback from members of the greater community. Feedback was used to drive discussion and considerations for additional detail.

Appendix K

Critical Area of Operations #3: Public Comment

B. Public Comment - Understandable Format

Public Comment - Understandable Format

TRRS Safe Reopening plan is in an understandable and uniform format. Toms River Schools Communications Office edited the document to ensure it is written in a language that parents can understand. A Spanish version of the plan is also available on the website. Upon request an audio version can be provided.

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Appendix L

Safe Delivery of Meals to Eligible Students

Safe Delivery of Meals

Through the use of federal funding, meals are made available daily, free of charge to every student. Students who are placed on quarantine due to a positive COVID diagnosis or as a result of being a close-contact can go to the home school for a weekly meal pick up.

In the event that the school or district must shift to a full hybrid or remote learning model, food services will transition to preparing packages for both weekly pick up and drop off through scheduled transportation routes.